DOCUMENT RESUME

ED 121 528 32 RC 009 126

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TITLE Evaluation of Migrant Education. Title I-M Programs in the State of Oregon, September 1974 - August 1975.
INSTITUTION Oregon State Dept. of Education, Salem. Compensatory Education Section.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE Feb 76
NOTE 347p.; For related documents, see ED 077 628 and ED 088 624

EDRS PRICE MF-$0.83 HC-$18.07 Plus Postage
DESCRIPTORS *Academic Achievement; *Ancillary Services; Bilingual Education; Cultural Awareness; Elementary Secondary Education; Health Services; *Migrant Child Education; Program Descriptions; *Program Evaluation; *State Programs; Summer Programs; Tables (Data)
IDENTIFIERS *Oregon

ABSTRACT

During 1974-75, Oregon's migrant program emphasized the development of regular school year projects. Nine regular year projects provided diversified educational, health, nutritional, and social services to 3,693 students in kindergarten through high school. Seven summer projects, designed primarily for children ages 5-14, were directed toward improving reading and communication skills, diversified school and field trip experiences, and health and nutritional services. These summer projects serviced 1,592 students. The Migrant Education Service Center (MESC) provided project schools with concise and extensive pre- and in-service programs, implemented the Migrant Student Record Transfer System (MSRTS), provided services in the multimedia area, and functioned as a liaison with other agencies providing services to migrant children. To provide these services, MESC developed seven major components--cultural awareness, career ladder, early childhood education, bilingual/bicultural education, monitoring and evaluation, MSRTS, and multimedia. This evaluation report presents information submitted by the project schools. Gathered during the project period, the information consists of test data, monitor and evaluator observations, skill development records, and support services statistical data that provide evidence of program effectiveness in achieving its objectives. (NQ)

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State of Oregon
Evaluation of
MIGRANT EDUCATION
September 1974 - August 1975

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EVALUATION OF MIGRANT EDUCATION

TITLE I-M PROGRAMS IN THE STATE OF OREGON

September 1974 - August 1975

Funded by

Title I-M ESEA PL 89-10
As Amended by PL 89-750

Report Prepared By

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Migrant Education Service Center
Salem, Oregon 97301

Published February 1976

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PREFACE

The Title I Migrant Annual Evaluation report provides information on one of the two components of the total evaluation effort of the Oregon Title IM programs. This report consists of a compilation of the information submitted at the termination of the projects, from project schools which have been allocated Title IM funds for project operations.

To qualify for funding, each project must submit an approvable plan in which is incorporated a statement of the needs of the clients to be served by that project, a statement of the objectives that are concomitant with those needs; also included is a statement of the activities to be performed to achieve those objectives. The evaluation report consists of information gathered during the project period consisting of test data, monitor and evaluator observations, skill development records, and support services statistical data that will provide evidence of the program effectiveness with respect to achieving the objectives.

What cannot be evidenced by this report is the day-by-day, week-by-week evaluation process that was an integral part of each project. Although the objectives of each project remained constant, the program activities were modified if it were determined by analysis of the ongoing evaluation data that those activities were not assisting the students to achieve the priority objectives incorporated into the project plan. It is this day-to-day evaluation process and the concurrent program updating and activity modification that contribute most to the Title IM programs.

Jerry Fuller

Jerry Fuller
Director
Compensatory Education
Oregon Department of Education

INTRODUCTION

The Migrant Education Service Center of Oregon is responsible for providing educational and ancillary services to children of migrant agricultural workers. Title I of the Elementary and Secondary Education Act, Public Law 89-10, as amended by Public Law 89-750 and 93-380, provides payment to state educational agencies for assistance in educating children of migratory agricultural workers. Funds provided by the United States Office of Education are used to meet special educational needs of migratory children and to coordinate these services with similar programs and projects in other states.

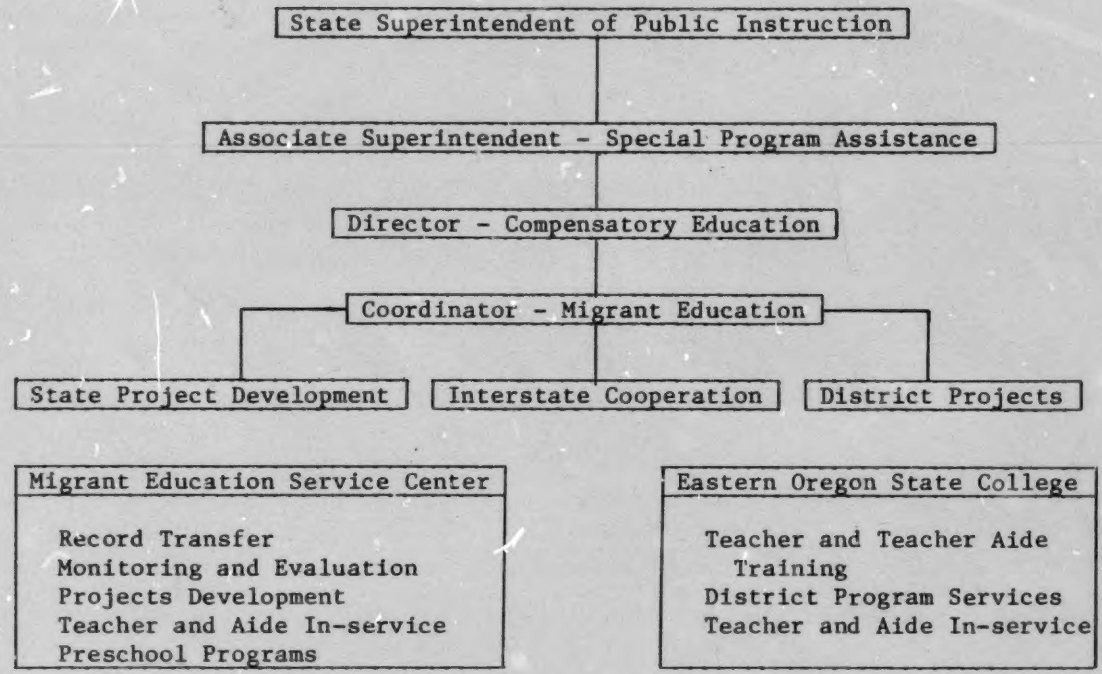
The following definition of a migratory child is contained in Public Law 93-380.

> "A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that the parent or other members of his immediate family might secure employment in agriculture or fishing or in related food processing activities.
>
> A. Interstate Migrant--A child who has moved with a parent or guardian within the past year across state boundaries in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculture, fishing activities, or in related food processing.
>
> B. Intrastate Migrant--A child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculture, fishery activities, or in related food processing.
>
> C. Formerly Migratory--(Five-Year Migrant)--A child who has been an interstate or intrastate migrant as defined above but who has ceased to migrate within the last five years and now resides in an area in which a program for migratory children is to be provided."

The following organizational chart depicts the organization of the Migrant Education Service Center of Oregon. Under the direct supervision of the state superintendent of public instruction, the program is administered by the coordinator of migrant education. He supervises projects conducted in local areas for migrant students, and he coordinates the efforts of the Migrant Education Service Center which provides ancillary services to the local project directors.

ORGANIZATION CHART

Migrant Education
State of Oregon


State Superintendent of Public Instruction
Associate Superintendent - Special Program Assistance
Director - Compensatory Education
Coordinator - Migrant Education
State Project Development
Interstate Cooperation
District Projects
Migrant Education Service Center
Record Transfer
Monitoring and Evaluation
Projects Development
Teacher and Aide In-service
Preschool Programs
Eastern Oregon State College
Teacher and Teacher Aide Training
District Program Services
Teacher and Aide In-service

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STATE PLAN GOALS

1. Provide participating districts with technical and supportive services that will assist them in developing in each child the communication skills, confidence, and disposition to verbally express himself in any environment to which he may be exposed.

2. Provide consultative services to districts to assist them in providing opportunities, experiences, and encouragement necessary for those students whose culture and language background differ from the American majority to develop bicultural concepts and bilingual capabilities.

3. Provide consultative services and materials that will assist the project personnel to implement programs that will give the migrant child the preschool experience and training that will prepare him to function successfully in the first grade educational and social activities.

4. Provide district personnel with technical and consultative services that will assist them in designing and implementing programs in language arts and other disciplines that will assist the migrant child attain the capabilities to function at a grade level concomitant with his chronological age.

5. Provide district personnel with consultative and supportive services that will assist them in developing an atmosphere and experience conducive to social growth and positive ego development.

6. Develop an intrastate and interstate system of communication that will assist the districts in providing sequence and continuity to the migrant student's education.

7. Develop a communications triad involving the target group parents, the school and community and the Department of Education.

8. Provide for the migrant child's physical and mental well being by requiring that districts plan and provide dental, medical, nutritional, and psychological services in each program.

9. Provide the districts with consultative and supportive services that will assist them in recruiting and training and effective use of home/school coordinators.

10. Provide coordinating and supportive services to assist the districts in developing acculturation and sensitivities in-service programs and workshops.

These objectives were implemented by the local education agencies in their areas and supervised by the Migrant Education Program at the state level.

STATE PLAN SUMMARY

Title I-M

Elementary and Secondary Education Act
Migrant Amendment
Fiscal Year 1974-1975

In fiscal year 1970-71, a policy of area-wide program planning and administration was incorporated into the state migrant plan. By coordinating the program of several districts into one area project, it was anticipated that this would increase the continuity of the educational programs for the migrant students, provide more comprehensive programs, insure closer project supervision, and make possible better auditing procedures and better control of project activities. Available evidence after the first year's implementation of this type of program indicated that the area concept was accomplishing the above-stated goals, and thus, this concept became a policy.

This concept required that in each area an area coordinator be appointed to assist the districts in project planning, coordination, proposal writing, project administration, and evaluation. It was the area coordinator's responsibility to assure that the district programs were conducted in such a manner as to be compatible with the activities projected in the project proposal.

The area coordinator was contracted through the largest district or an intermediate education district, whichever was most applicable for an area. Experience indicated that the assignment was more easily accomplished if the base was at the intermediate education district level rather than at a local school district. A list of the present area coordinators can be found in the front of this report.

In fiscal year 1974-1975, nine regular year area projects were funded. They provided diversified educational, health, nutritional, and social services for migrant students from kindergarten through high school. A completed description of these nine regular year projects can be found in the project description section of this report.

Although the major emphasis projected by the state plan was on the development of regular year projects, provisions were also made for summer school programs. Seven area projects for summer programs were funded and implemented during the summer of 1975. The summer projects were designed primarily for children ages 5-14 and were directed toward improving reading and communication skills, diversified school and field trip experiences and health and nutritional services. A complete description of the summer school programs can be found in this report.

The regular year projects and the summer school projects were designed to serve children at the preschool through twelfth grade level. These programs form the major core of migrant education in the state. In addition to these programs, there was a program designed to serve post-secondary students. This was an undergraduate program in bilingual education located in Eastern Oregon State College. That project is described in detail in this report.

MIGRANT EDUCATION SERVICE CENTER

Introduction:

The Migrant Education Service Center (MESC) is the educational supportive agency of the Oregon Department Title I-Migrant Office. The Center coordinates services provided to projects funded in the State of Oregon under Title I ESEA PL 89-10 as amended by PL 89-750. A primary objective of the Center is to provide project schools with concise and extensive pre-and in-service programs. In addition, the Center is responsible for implementing the Migrant Record Transfer system and for providing services in the multimedia area. The Center also functions as a liaison with other agencies who provide services to children of seasonal farm workers.

To provide these services, the MESC has developed seven major components: (1) cultural awareness; (2) career ladder; (3) bilingual/bicultural education; (4) early childhood education; (5) monitoring and evaluation; (6) Migrant Student Record Transfer System; and (7) multimedia. To implement each of these areas, the Center employs the following staff: Francisco Loera serves as supervisor of the MESC with direct responsibility to the cultural awareness component of the Center and the career ladder program. Alfredo Lugo serves as a consultant in the area of early childhood education and as supervisor for the Migrant Student Record Transfer System. Juan Jaime Garza is the evaluation consultant who also conducts monitoring activities. Senaida Perez, Susan White, and Maureen Williams administer and implement the MSRTS component. Rick Hoefling serves as multimedia specialist. Susan Hunt and Leticia Gonzalez support the administration and management of the program in general.

The bilingual/bicultural component activities have been minimal this year. No specialist is assigned in this area at the present time. Any requests from programs to the Center pertinent to this component are shared by the MESC specialist with the aid of consultants.

The Migrant Education Service Center is primarily responsible for the planning, development, and implementation of the State Title I-M Annual Conference. This conference is generally held in early Spring.

The content of the workshop is designed according to the suggestions of program personnel. Out-of-state consultants as well as those on a state and local level are contacted to provide presentations in the areas and topics suggested. All program personnel (approximately 260) are invited to attend. Because of the tremendous interest expressed in Migrant Education by our program personnel, it was necessary to regionalize our conference for the first time in the 1974-75 fiscal year. One segment of the program was presented in Bend, Oregon. Persons in attendance came primarily from the Klamath and Malheur County programs, and from the Eastern Oregon College of Education program. Attendance reached 114 persons for the two and one-half day conference.

The other segment of the program was presented in Tualatin, Oregon. Approximately 180 persons from the Willamette Valley attended.

In addition to our Annual Conference, MESC personnel have provided technical assistance in the development and implementation of the following state conferences:

1. Education Task Force de la Raza conference on the Lau Court decision held at Sprague High School on January 24, 25, 1975.
2. Multnomah School District conference on Curriculum Diversity held at the Sheraton Motor Inn in Portland, Oregon, on March 4, 5, and 6, 1975.
3. Oregon Chicano Concilio in cooperation with the State Civil Service Commission held a conference on Federal Employment Practices at the Ramada Inn in Portland, Oregon, during March 6 and 7, 1975.

PROGRAM FUNCTIONS

Cultural Awareness: The cultural awareness program consists of an in-service package of instructional and cultural issues combined into ten class sessions. Each session is designed to provide participants with an awareness for further inquiry into the stereotypes of ethnic and culturally different minority groups. This process involves familiarization in the areas of human and intergroup relations, communications, minority group cultures, and life styles. The Center sponsored in-services in this area in Woodburn and Nyssa.

During winter term, a ten session course was held at Waldo Junior High School in Salem, Oregon. Each session consisted of three classroom hours. All topics presented were related to some aspects of cultural and social awareness. Twenty-eight persons from the Waldo School staff attended. Classes were held every Wednesday from 3:30 to 6:30 p.m.

February 19, 1975: A two-hour session was held at Richmond Elementary School for the building staff. The topic for this presentation dealt with cultural differences.

February 26, 1975: A two-hour session was held at Richmond Elementary School for the building staff. The topic dealt with the Implications of Migrancy as related to our social structure.

March 2, 1975: A preview of MESC activities in relation to cultural awareness was provided to participants of the Curriculum Diversity Conference held in Portland and sponsored by the Portland School District.

April 2, 1975: A two-hour session was held at Richmond Elementary School for the building staff. The topic focused on Curriculum Needs and the Migrant Student.

May 6, 1975: A presentation on Cultural Awareness was given to approximately 90 graduate students from the Oregon College of Education.

May 9, 1975: A two-hour general preview of Cultural Awareness was provided to a group of graduate student fellows from the EPDA program at Oregon State Universtiy. Sixteen students participated.

The Migrant Education Service Center is totally responsible for providing direction and related educational assistance to the summer migrant programs. The total staff of the MESC is involved in these activities.

Areas covered in the in-service sessions include the following:

Cultural Awareness
Preschool Education
Monitoring and Evaluation
Bilingual/Bicultural Education
Migrant Student Record Transfer System
Orientation of Educational Materials, Materials Dissemination, and Audiovisual Techniques

Programs visited during the 1975 Summer Session included the following:

Marion County Program
Washington County Program
Malheur County Program
Polk County Program
The Dalles Program
Milton-Freewater Program

In addition, preschool programs from the Migrant Indian Coalition and Oregon Rural Opportunities were provided with technical assistance.

The Career Ladder: The Career Ladder program focuses on a good comprehensive teacher aide training program that will enable individuals to climb a career ladder in the teaching profession. The training process will be structured accordingly with provisions for standardization based on a uniform college degree program. Thus, it will seek to join other Career Ladder programs and will arrange with educational institutions to provide practicum credit for the work experience and training received on the job.

Concurrently, a college program will be designed to provide the new careerist with the opportunity to take basic college courses. Both types of credit will be counted toward a college degree. In addition, supplementary training by means of preservice, in-service, workshops, and conferences will be provided by the Migrant Education Service Center.

Career Ladder:

January 4, 1975: Workshop on Child Growth and Development

A session was held at Ontario, Oregon, Treasure Valley Community College. Twenty-seven aides from the Malheur County Program attended this six-hour workshop. Ann Mills was consultant.

February 21, 1975: Workshop on Child Growth and Develoment

The workshop was held at Lost River High School For Klamath County teacher aides. Twenty-two teachers and teacher aides attended the session. Ann Mills was consultant.

February 28, 1975: Workshop on Child Growth and Development

This four-hour session was held at the Marion County IED Center Conference Room. In attendance were thirty-six teacher aides from the Marion County Program. Ann Mills was consultant.

March 29, 1975: A workshop on Behavior Modification and Social Problems of the Culturally Different Student was held at May Roberts Elementary School for the Malheur County program personnel.

Twenty-three teacher aides attended. The program staff served as consultants, aided by films.

August 18-22, 1975: Seminar of Diverse Presentations

A five-day seminar was held for Willamette Valley teacher aides, including teacher aides from Washington, Polk, and Marion counties. Sessions were held at Chemeketa Community College. Thirty-eight teacher aides attended. Three hours of credit in Ed. 207 were granted by Chemeketa Community College.

August 25-29, 1975: Seminar

A five-day seminar was offered for Malheur County Program teacher aides, including teacher aides from Adrian, Nyssa, and Ontario School Districts. Sessions were held at Treasure Valley Community College. Twenty-eight teacher aides attended. Three hours of Education Seminar credit were granted from Treasure Valley Community College.

October 10, 1975: Workshop on the Culturally Different Student

A six-hour workshop was presented on the implications of the culturally different student. A session was held at the Washington County IED for Washington County program aides.

October 10, 1975: Audiovisual Workshop

A six-hour workshop on audiovisual aids and production of audiovisual material was held at Merrill Elementary School. Eighteen teacher aides attended.

Fall Term Course: Audiovisual Program Ideas

Thirteen teacher aides from the Klamath County Program attended. Three hours of college transferable credit were granted by Oregon College of Education. Duration of the course was ten sessions of three hour programs each.

October 28, 1975: Home/School Counselor Workshop

A six-hour workshop was held for home/school counselors throughout the state. The topic of the session was student recruitment and school involvement. Twenty-eight counselors attended the session held at the Kopper Kitchen North.

November 18, 1975: Workshop for Home/School Counselors

A six-hour workshop for home/school counselors throughout the state was held, presenting the topics of Program Organization and the Importance of Parental Involvement. Twenty-eight counselors attended. The session was held in the Conference Room of the Marion County IED.

In addition to the workshops provided by the MESC, teacher aides are enrolled at their respective areas' community college, taking courses from the lower division requirements. Those who have finished their requirements have started taking upper division courses.

To implement the course work, a series of meetings was held during the school year with respective college personnel, superintendents, principals, teachers, and teacher aides. A list of these meetings is on file at the MESC.

Staff Development: During the winter term, certified staff from the Malheur County Program were provided with two courses in Conversational Spanish (RL 407). In addition to obtaining college course credit from the Division of Continuing Education, the districts gave participants increment credit.

One course consisting of ten class sessions (three hours each session) was held at Nyssa Elementary School. Thirty-six persons, including certified staff and teacher aides, enrolled. Lupe Lopez, with some assistance from the MESC staff, provided the instruction.

A second course was held at May Roberts Elementary School, also consisting of ten class sessions, three hours each session. Thirty-two persons were enrolled for this course. Shirley Vendrell assisted with the instruction.

Early Childhood Education (Preschool): Oregon Title I-Migrant Preschool is serving about 370 children during the regular school year and 270 during the summer school program. To provide better technical services, we have divided Oregon into two parts--the Willamette Valley and Eastern Oregon.

The Willamette Valley has nine (9) teachers, nine (9) aides, five (5) home/school counselors, and several student volunteers. Eastern Oregon has seven (7) teachers, seven (7) aides, two (2) home/school counselors, and interns from Eastern Oregon University, Bilingual Program at La Grande, Oregon.

Monitoring:

An early childhood specialist monitors all Title I-Migrant Preschool Programs at least once a month.

Some programs are monitored more often according to their needs.

Planning, demonstration of materials, classroom management, and teaching techniques are discussed with teachers and I-M personnel after each visit.

Strength of program, curriculum, and testing is discussed with teachers during visits.

Monthly Meetings or In-Services:

Monthly meetings are planned a year ahead with the Willamette Valley and Eastern Oregon preschool personnel, area directors, principals, teachers, aides, and home/school counselors.

The preschool calendar is planned for the current year in September. All I-Migrant preschool staff have input in planning their in-services.

Specialists in areas of interest and concern to teachers and aides are selected to provide in-services.

Topics covered this past year included the following: bilingual curriculum, centers or learning stations, test readiness (Spanish and English), parent advisory committee, dissemination, research center (OBE), music in Spanish and English for preschoolers, bilingual materials, and direct association method of teaching (film).

Workshops:

Several counties planned workshops. The following areas were covered by the specialist: oral language skills, classroom management, parent advisory committee, role of paraprofessionals, and techniques or methods in teaching language.

September 12, 1974: A two-hour in-service was offered for preschool teachers, paraprofessionals, administration, research teachers, principals, and the area director on Sullivan Spanish and English reading and math programs at Nyssa. Attendance - 30.

September 18, 1974: A two-hour in-service was offered for Willamette Valley preschool teachers and paraprofessionals dealing with the preschool child and the screening device for school readiness. The session was held in Independence. Attendance - 15.

September 30, 1974: A two-hour in-service was held with the Amity Elementary School I-M staff on E.S.L. Program.

October 2, 1974: A two-hour in-service was offered for Willamette Valley preschool teachers and paraprofessionals at Woodburn on reviewing Oregon's Preschool Curriculum Guide.

October 11, 1974: A two-hour in-service was held with the Portland Day Care Program on early childhood education objectives. Attendance - 10.

October 17, 1974: A two-hour in-service was offered for Eastern Oregon preschool teachers, paraprofessionals, principals, and the area director on early childhood education. A film was shown. The session was held at Ontario. Attendance - 9.

October 24, 1974: A three-hour in-service was held for thirty teachers and aides at Mt. Angel dealing with day care curriculum and objectives.

November 6, 1974: A two-hour in-service was held with Willamette preschool teachers, paraprofessionals, and area directors at Dayton on the Dissemination Center at Salem and services provided on preschool. Attendance - 17.

November 21, 1974: A one-hour in-service was held at Portland for ten participants dealing with Oregon's Curriculum Guide for Preschoolers.

November 25, 1974: A two-hour in-service was offered for Eastern Oregon preschool teachers, paraprofessionals, principals, and the area director dealing with the Dissemination Center at Salem. Attendance - 11.

December 4, 1974: A two-hour in-service was offered for Willamette Valley preschool teachers, paraprofessionals, principals, and area directors at North Santiam on music for the preschoolers in Spanish and English. Attendance - 12.

December 16, 1974: A two-hour in-service was offered for Eastern Oregon preschool teachers, paraprofessionals, principals, and the area director at Nyssa on music for the preschoolers in Spanish and English. Attendance - 6.

January 8, 1975: A two-hour in-service was held for Willamette Valley preschool teachers, paraprofessionals, and area directors at Salem dealing with learning centers for the preschoolers. Attendance - 16.

January 15, 1975: A three-hour in-service was held for 18 participants at Waldo Junior High on cultural awareness.

January 16, 1975: A onehour in-service was held for CISCO Day Care staff dealing with day care curriculum.

January 24, 1975: A three-hour in-service was held for Marion County paraprofessionals at Salem dealing with reading techniques or methods.

January 27, 1975: A two-hour in-service was held for the Eastern Oregon preschool teachers, paraprofessionals, and the area director at Ontario dealing with learning centers for the preschoolers. Attendance - 12.

February 5, 1975: A two-hour in-service was held for Willamette Valley preschool teachers, paraprofessionals, principals, and area directors at St. Paul on bilingual/bicultural education in preschool. Attendance - 12.

February 12, 1975: A one-hour in-service was held at Woodburn for 15 participants on home/school contact or the counselor's role.

February 14, 1975: A one-hour in-service was held at Oregon Rural Opportunities for 15 participants at Salem dealing with day care curriculum.

February 24, 1975: A two-hour in-service was offered for the Eastern Oregon preschool teachers, paraprofessionals, principals, and the area director at Ontario on bilingual/bicultural education in preschool curriculum.

March 5, 1975: A two-hour in-service was held for Willamette preschool teachers, paraprofessionals, principals, and area directors at Salem.

March 13, 1975: A one-hour in-service was held for CISCO Day Care staff on early childhood education materials and guidelines.

April 22, 1975: A two-hour in-service was offered at Jefferson Elementary School on testing limited English-speaking children for four staff members.

April 26, 1975: A six-hour in-service was held at Sandpoint Day Care at Seattle, Washington, on dealing with bilingual/bicultural education in early childhood education. Attendance - 25.

May 7, 1975: A two-hour in-service was offered for the Willamette Valley preschool teachers, paraprofessionals, principals, and area directors at Brooks dealing with 1975-76 Preschool Calendar and Guidelines. Attendance - 10.

May 13-16, 1975: Presentations on Oregon preschool programs were offered at National Migrant Conference at New Orleans, Louisiana. Attendance - 130.

June 17, 1975: A one-hour in-service for I-M summer school staff was held at the Dalles on Spanish and English materials on early childhood education and testing.

June 18, 1975: A one-hour in-service for I-M summer school staff was held at Milton-Freewater on reading readiness and early childhood materials.

June 24, 1975: A two-hour in-service was held for ORO Day Care staff on oral language skills and techniques. Attendance - 13.

July 11-12, 1975: A one-hour in-service was held for the CISCO summer school staff on teacher and paraprofessional's role in early childhood education.

August 18-22, 1975: A two-hour in-service was offered at Marion County on E.S.L. Techniques. Attendance - 21.

August 25-29, 1975: A two-hour in-service was held at Malheur County on E.S.L. Techniques. Attendance - 16.

Migrant Student Record Transfer System: The Migrant Student Record Transfer System is a nationwide information system designed to facilitate the collection and distribution of school records for children of migrant farm labor and seasonal fisher families. The system enables schools to obtain school-related information on migrant children as they travel from school to school and state to state. The aim of the system is to make background information on migrant children available to local education agencies within 24 hours after receipt of a request for information. Programs can then be planned for the child, and past efforts not duplicated. The National Migrant Data Bank is located in Little Rock, Arkansas. Schools in Oregon enrolling migrant children are connected to the Data Bank Computer by a telephone and teletype communication system.

The child's file on the data bank should be updated by the school to include information on his or her academic and health experiences as they occur. Timelines must be stressed here since it may be that the child will enroll in another school quite rapidly. For each successive school to do the most efficient job of servicing the student's needs, it must have a full record from MSRTS including information from a school the child may have left only weeks or days ago.

There are three terminals located in Oregon. One is located in Ontario for Malheur County, and two are in Salem for the remainder of the state. The participating schools are called by the terminal operators on a weekly basis. At that time, schools report enrollments, withdrawals, and update information. The information obtained from the schools is then transmitted on a daily basis by teletype to the computer. Current records are then sent to the schools directly from Little Rock, Arkansas.

Approximately 4,800 students were served by the MSRTS for regular school year 1974-75 with 1,478 students for the summer school programs in the same year.

In past years, migrant streams have experienced various shifts in direction, However, the majority of migrant families that pass through Oregon each year seem to come from Arizona, California, and Texas on their way to and from Washington. The two major groups represented in the migrant population are Anglo (15%) and Mexican-American (85%).

The successful use of the MSRTS dpends greatly on the attitude of school personnel toward the system. Schools which make the maximum use of the MSRTS data are those which are concerned with a rapid flow of information. They use the telephone lines available to terminal operators and see that the transfer form is distributed to teachers, nurses, and other interested school personnel as soon as the forms are received.

School visitations have been made each time a new person takes over the responsibility of the Migrant Student Record Transfer Forms at a particular school. This person is trained to make sure that all possible information is added to the form and is reported to the terminal operators so each migrant child's record is always up-to-date. This person must also be well aware of regulations such as the one governing privacy which states that individual student records may be sent only to authorized education agencies within the states. School visitations are arranged through the area directors and the principal at each particular school.

Implementation:

For persons working with the MSRTS forms, in-services and workshops were provided to enhance their knowledge of the system. Emphasis was placed on familiarizing them with the transfer and medical records, the importance of the records, and the use of these forms as tools with which to work within the classroom.

In-services for 1974-75 School Year

September 5, 1974	School in-service for Gervais High, Marion County
September 6, 1974	School in-service for Salem School Dist. 24J, Marion County

In-services for 1974-75 School Year (cont.)

September 16-19, 1974	Workshop for all of Malheur County
September 24, 1974	School in-service for Woodburn Jr. High, Marion County
October 9, 1974	School in-service for West Stayton, Marion County
October 15-18, 1974	In-service for State Advisory Committee
October 29, 1974	School in-service for Canby Middle and Canby Union High, Clackamas County
October 30, 1974	School in-service for Marion Elementary, Marion County
November 18-19, 1974	School in-service for all schools in Nyssa, Oregon, Malheur County
November 20, 1974	School in-service for Amity Elementary and Amity High, Yamhill County
December 11, 1974	In-service at Migrant Program for Dayton Elementary, Dayton Preschool, Dayton High, Memorial Elementary, Columbus Elementary, Cook Elementary, Adams Elementary, Newby Elementary, Amity Elementary, Amity High, McMinnville Jr. High, McMinnville High, Yamhill County
February 4, 1975	School in-services for Nellie Muir Elementary, Marion County and Sandy Union High, Clackamas County
March 11, 1975	School in-service for Mt. View Elementary, Linn-Benton County
April 8, 1975	In-service for Washington County
May 6, 1975	Workshop for Marion County, Klamath County, Washington County, Yamhill County, Hood River County, Umatilla County, Polk County, with two supervisors from National MSRTS, Little Rock, Arkansas
May 7, 1975	Workshop for Malheur County with two supervisors from National MSRTS, Little Rock, Arkansas
May 27, 1975	In-service for all Malheur County
June 9, 1975	School in-service for Salem School District 24J, Marion County

In-services for 1974-75 Summer Programs

March 11, 1975	CISCO SS, Linn-Benton County
June 12, 1975	Independence SS, Polk County
June 13, 1975	Cornelius SS, Washington County
June 13, 1975	Area Summer School, Malheur County
June 17, 1975	Dry Hollow SS, Hood River County
June 18, 1975	Freewater SS, Umatilla County
June 25, 1975	Lafayette SS, Nellie Muir SS, Lake Labish SS, North Santiam SS, Marion County
August 22, 1975	In-service for MESC Career Ladder Workshop, Marion County
August 26, 1975	In-service for Salem School District 24J, Marion County

Current Outgrowth:

1) Terminal operators maintain a card file on all students processed through the MSRTS. A new card has been developed which facilitates processing of student records. In the past, a new card was written on the same student every time he enrolled at a new school within the state. The new card, however, has been designed to enable Terminal Operators to enroll and withdraw at least five times, thus, keeping track of the past five schools the child has attended in Oregon. The new card also reflects more key data, cutting down the possibility of duplicate student records.

2) Upon the recommendation of a USOE team, a professional staff member was assigned 25 percent of his time to act as MSRTS Supervisor. Hopefully, such a person could establish a good rapport with school administrators and IED superintendents. He would also be responsible for the overall MSRTS operation.

Future Outgrowth:

1) The state of Oregon uses an eligibility form--a signed document stating that the family is migratory in the field of either agriculture or fishing. The information on these forms varies from county to county. A uniform statewide eligibility form has been drafted. The information found on the form is a compilation of information needed by the terminal operators, home/school counselors, and IED offices for record-keeping purposes. It also contains, in both Spanish and English, a statement which authorizes the transfer of student records from one LEA to another. This new form, as well as the old form, is signed by the parent and/or guardian and the home/school counselor.

2) As per a recommendation by a team from the USOE, a backup terminal operator will be hired to work in conjunction with the terminal operators in the Salem location. Responsibilities will include miscellaneous routine office work now done by the terminal operators to free them for faster processing of records and to allow them more time to compile statistical information. The backup operator will also cover for the operators when they are in the field.

3) For the purpose of monitoring the overall MSRTS procedures, a checklist has been developed and will be put into effect in the 1975-76 school year. It will be for the use of home/school counselors, clerks, i.e., all persons working with the MSRTS.

Multimedia: The MESC has a library of educational equipment and materials available for loan to the areas serving migrant children. Equipment and materials are used during the regular school year on a temporary basis as loaned by the MESC. At the end of the regular school year, all equipment and materials are returned to the MESC for inventory and are then available for those programs conducting summer projects. The MESC has a library of over 3,000 books available for loan to programs. Another service provided by the MESC is the reproduction of video and audiotapes and photographs. The children's television program, "Villa Alegre," has been reproduced by the MESC and is available on loan to project schools. These tapes have also been used in the bilingual/bicultural educational in-service programs provided by the Center.

During the summer of 1975, people were hired on a temporary basis to assist with the work load of this component.

The following is a description of the work completed.

MESC has 60 boxed books that are loaned out to programs. Fifty of these boxed books are hardback; ten are paperbacks.

Each box was inventoried; any missing books were noted. Many of the books were in the wrong boxes and had to be placed in the proper boxes. The missing books will be taken off the new MESC equipment and materials catalogue.

Peabody Kits were then inventoried and all parts of the kits that were missing were replaced by parts of another kit that already had many missing parts.

Peabody Kits contain items such as Teacher's Manual, 400 7" x 9" Stimulus cards with index tab cards 7" x 9", Visual-Closure Templates, 9" x 7" music cards, 300 plastic color chips, 28" x 43" Story Poster, records or reel-to-reel audiotapes, and two to four different puppets. Some of the kits contain xylophones, boy and girl manikins, magnetic geometric shapes, teletalks, fruits and vegetables.

The following is a list of inventoried and complete Peabody Kits done during this inventory:

Level P - seven complete
Level 1 twelve complete
Level 2 - fifteen complete
Level 3 - six complete

Eighteen (18) other kits, of different levels, were inventoried, and the missing items were marked on each Peabody Kit. A list of missing items is being used to compile the dollar figure needed to complete the eighteen Peabody Kits.

An inventory of Hoffman Program, DUSO Kits, Sounds and Symbols Kits, and reading programs was also done. The Sight and Sound Programs were also rearranged and placed in order.

Sight and Sound Concept Packages: Sight and Sound Concept Packages were developed for helping the migrant student with learning the basic concepts needed to understand the lessons being taught by their teacher. Because of irregular enrollments, the migrant student is faced with missing some of the basic concepts that were taught prior to enrollment. The student can preview these concepts at his own pace. The majority of Oregon migrants are Spanish-speaking, so all concepts are bilingual Spanish/ English. The bilingual student can review the concepts in his dominent language, with the two languages reinforcing each other.

Sight and Sound Concept Packages were developed by teachers, not by a commercial company. Teachers wrote the script and directed the making of slides and graphic work. Because of such production, the concepts are designed to be part of the teacher's way of teaching.

To date, there are 331 different concepts completed. There are 35mm filmstrips with cassette tapes in Spanish and English narration. Most concepts are three to five minutes long. Cassette tapes are cued with an inaudible signal on the audio track.

The working application of the sight and sound concepts would be used when a student has difficulty understanding a concept that a teacher is teaching. Then the student is directed to use the sight and sound program which deals with that concept. The student then goes through the program as many times as needed to understand the concept. This works very well with students who missed a class or who enrolled late.

These 331 sight and sound concepts were made for high and possibly junior high school students. They only touch the surface of a school's curriculum.

The MESC has provided this project with technical assistance in all aspects of audiovisual materials including photography, duplication of filmstrips, and duplication of cassette tapes. A catalog depicting the content of the programs has been developed and produced by the MESC.

EXEMPLARY PROJECTS

In Umatilla County (Milton-Freewater) Spanish is taught to all first and second grade students. The teacher has developed an excellent rapport with the student body which in turn gives prestige to the migrant students.

In Yamhill County a monthly newsletter in both English and Spanish has been sent to all parents and some community people to inform them of the activities taking place in the schools among migrant students. In addition, a translation from English into Spanish has been made of the booklet, Student Conduct, Rights, and Responsibilities, originally published by School District 40, McMinnville. This booklet will be distributed to Spanish-speaking families at the beginning of the 1975-76 program. Also, the area coordinator provided parliamentary procedure in-service training sessions for the Parent Advisory Committee.

In Klamath County the students are served by the learning center-resource teacher concept. The students are given individual help or in small groups. After diagnostic testing, the student is given instruction in math, reading, spelling, and is tutored in classroom subjects.

In Malheur County the preschool program is utilizing bilingual approacheds in instruction; skill center activities with the use of games, toys, and drills; and special programs that include records, tapes, television, and role playing.

At the elementary level, the children are not assigned to any one classroom. The resource teachers are [illegible] diagnosticians, trainers, consultants to the teachers, and implementors of all special educational activities pertaining to the migrant elementary children.

The use of Senior Interns from the Eastern Oregon State College Bilingual Teacher Training Program has provided the opportunity to the intern and to the children involved, to experiment, design, and be involved in bilingual multicultural activities.

At the secondary levels, the Skill Center approach has been a major factor helping the target students with educational problems that normally cause them to fail and, consequently to drop out of school.

In Washington County students are tutored after school at Poynter Junior High in Hillsboro and at the El Centro Cultural in Cornelius. Twice a week bilingual staff members and student tutors pick up students at their homes and take them to the tutoring sites for individualized instruction in areas previously specified by their regular classroom teachers.

Through the efforts of the home/school consultants, numerous local doctors and dentists are providing services to students at reduced rates. Also, free dental services to low-income adults was provided through Portland Community College Dental Clinic.

The Multnomah-Washington County Manpower Consortium Youth Program placed several students in part-time jobs relevant to their future career goals and/or educational plans. Some students were placed at the Title I-M office helping with films, art projects, inventories, and the Migrant Record Transfer forms.

In Marion County Gervais Union High School District has been involved in developing a program of individualized packages known as the Sight and Sound Concept Project. These mini-packages cover different concepts in almost all areas of subject matter at the high school level. These packages run from four to five minutes. They have been developed in both Spanish and English. The concept is taped on a cassette with a filmstrip used to describer the concept.

The uniqueness of this program is that the student can perfom at his own rate and level. It will also help to improve and develop basic skills to meet the minimum competencies for graduation requirements. This is of great help to the migrant student who usually comes in late and leaves early and is thus unable to accumulate the needed credits to graduate.

EVALUATION PLAN

The Migrant Education Service Center is responsible for monitoring and evaluating all Migrant Programs in Oregon.

After the projects have been selected for funding by the Advisory Committee, the evaluator meets with each of the area coordinators to finalize the evaluation plan for that particular project. The plan determines which measurement instruments are to be used and how these measurements are to be made. The same procedure applies for projects conducted during the summer period. These projects are then visited to insure that the evaluation procedures are being provided as planned. In addition, two monitoring visits are made to each of the regular year projects and one to each of the summer projects. Continuous technical assistance is also available to all projects.

Once the required information is accrued, a written report is submitted to the area coordinators and the Coordinator of Migrant Education at the Migrant Education Service Center. The same procedure is followed for summer projects.

After the final report of each project is prepared and submitted by the area coordinator, the results are examined, treated statistically when possible, and evaluated as to how successfully the project achieved its stated purposes.

Figure I shows the form used on the initial visit and Figure II shows the form used on the second visit.

Figure I

Migrant Education
Monitor Checklist

Date of Visit: ______________________
Observer: ______________________
Area: ______________________
Area Coordinator: ______________________

I. Students

a. Number of migrant students enrolled

	Active	Settled-in
1. Pre-Kindergarten and kindergarten	______	______
2. Primary	______	______
3. Elementary	______	______
4. Secondary	______	______

b. Are special programs conducted for migrant students at all grade levels?

c. What criteria is used for grade placement?

d. Recruiting Activities

1. Who does the recruitment? What is the time commitment?
2. Are Certificates of Eligibility completed for all students enrolled in the migrant program?
3. What percent of the students are active migrant student?

II. Staff

a. Total number of staff

1. Number from target group _____
2. Number who are bilingual _____
3. Number who are certificated _____
4. Number from target group who are certificated _____

b. Are staff assignments compatible with those projected in the project proposal? Indicate exceptions.

c. What experiences have staff members had in working with migrant or disadvantaged children?

d. What preservice or in-service training has been provided for staff members by district? By MESC?

e. What credited courses have been provided for teachers and teacher aides.

f. In what activities do the aides participate?

g. Has any effort been expended to involve volunteers or tutors in the program. If so, what are their duties?

III. Curriculum

a. What provisions are made to identify and accommodate individual differences?

b. What methods and materials are used for language development and reading instruction on the following levels:

1. Kindergarten?
2. Primary?
3. Elementary?
4. Secondary?

c. Are the program and activities compatible with those projected in the project proposal? Indicate exceptions.

IV. Cultural Awareness

a. What activities are being conducted for the pupils to instill an appreciation of their own culture?

b. To what extent is bilingual education being provided to pupils?

c. What type of in-service activities have been provided for the staff in cultural awareness and bilingual education?

d. Is there any evidence of development of students' self-concepts?

e. Do the students appear to be compatible and to identify with the school environment?

f. How is the program accommodating the needs of the children in the following areas:

1. Academics?
2. Vocational Training?
3. Health?
4. Nutrition?
5. Clothing?

V. Affirmative Action

What efforts have been made to comply with the Oregon Department of Education's Affirmative Action Plan?

VI. Dignity and Worth

Which activities will implement objectives stated in the Dignity and Worth Planning Statement?

a. Preschool education.

b. Increase reading proficiency.

c. Continuity of skills development.

d. Improve curriculum and instruction.

e. Reduce dropout rate.

f. Improve community/school relations.

g. Improve program management.

VII. Visitation

a. What schools were visited?

b. Which project staff members were interviewed at each site visited?

c. Briefly describe the program at each site visited.

d. Review the Home/School Consultant Interview Form.

VIII. General

a. Is the district complying with the requirements of the third party audit? Was the pretest data gathered as planned?

b. What do the project staff members feel are the major weaknesses of the program?

c. What does this evaluator consider to be the major strengths or weaknesses of the program.

d. What modification of the program is recommended?

e. What staff members other than those at the schools were interviewed?

f. What recommendations were made to the project director or school administrator?

Figure II

PROGRAM EVALUATION GUIDE
TITLE I, MIGRANT AMENDMENT

1. Describe exemplary projects.

2. To what extent has MESC been of service?

3. To what degree does the district cooperate with the MESC in implementing the student record transfer system? How is the information on the record transfer used?

4. Briefly describe degree and manner in which Title I and Title I, Migrant programs, are coordinated.

5. How are programs coordinated with services provided by other agencies (health, Valley Migrant League, dental schools, day care, church groups, community action groups, etc.)?

6. Describe in-service programs. Include number and classification of personnel served, time of participation, type of training. How many staff hours were spent in intraproject in-service (teachers, aides, tutors, volunteers, home/school coordinators, etc.)? Differentiate between district and MESC in-service.

7. Describe how nonpublic school children participated.

8. How are parents involved in the program planning? Dates of advisory committee meetings. How are parents and other members of the community participating in classroom activities and in the extracurricular activities?

9. Describe services in vocational education or job opportunity training; include the number and grade level of students involved and type of training.

10. Describe how equipment or construction purchased enhance the program. Is purchased equipment being used in the program? Are inventory cards updated? Is there an audit trail for disposed of or missing equipment?

11. How is the migrant program integrated with the regular school program?

12. Describe new programs implemented this year.

13. Was the required information acquired for the third party evaluation?

14. Have the conditions of the Statements of Assurance been met?

SUMMARY OF THE PROJECT ACTIVITIES
1974-1975

The migrant program in Oregon continued to provde a multitude of services to migrant students. These services included educational assistance, physical, nutritional, and health needs of the students.

As can be noted in Table 1, 3,693 migrant pupils were enrolled during the regular year, and 1,592 during the summer as shown in Table 2. The pupils that were enrolled in the program were provided whenever possible with direct instruction as designed by the participating project schools. If the migrant pupils were identified as needing special assistance of any type, they were provided these services through the Title I-M program.

The majority of the districts were providing ancillary services to the migrant pupils. Tables 3 and 4 show the total amounts of the supplementary statistical data for the regular and summer programs.

A complete explanation of each program is provided in this report.

Table 1

Regular Year Projects for 1974-75

Grade	Enrolled
Preschool	320
First	412
Second	397
Third	391
Fourth	357
Fifth	404
Sixth	330
Seventh	264
Eighth	259
Ninth	193
Tenth	166
Eleventh	104
Twelfth	96
TOTAL	3,693

Certificated Personnel Employed	
Bilingual	
1. Target	18
2. Other	4
English-Speaking	
1. Target	2
2. Other	30.11

Table 2

Summer Projects for 1975

Grade	Enrolled
Preschool	406
First	184
Second	202
Third	232
Fourth	176
Fifth	171
Sixth	202
Seventh	22
TOTAL	1,592

Certificated Personnel Employed	
Bilingual	
1. Target	23
2. Other	17
English-Speaking	
1. Target	5
2. Other	24

Table 3

Supplementary Statistical Data Regular Year	
Total Bus Miles	85,697
Health Examinations	1,323
Health Referrals	1,120
Dental Examinations	611
Dental Referrals	435
Breakfasts	0
Morning Snacks	20,729
Hot Lunches	40,394
Afternoon Snacks	21,935
Number of Teachers	51.25
Number of Aides	
1. Target	65
2. Other	65
3. Bilingual	68
Number of Volunteers	
1. Target	63
2. Other	47

Supplementary Statistical Data Summer	
Total Bus Miles	56,550
Health Examinations	617
Health Referrals	154
Dental Examinations	1,022
Dental Referrals	351
Breakfasts	30,408
Morning Snacks	3,622
Hot Lunches	33,786
Afternoon Snacks	31,171
Number of Teachers	63
Number of Aides	
1. Target	48
2. Other	26
3. Bilingual	54
Number of Volunteers	
1. Target	43
2. Other	50

In order to help local educational agencies develop priorities for their program, the Migrant Education Program, with the assistance of the Advisory Committee, set the following objectives.

REGULAR TERM PROGRAMS

1974-75

Area Name: Hood River County Schools

County: Hood River

Funding Allocated: $20,831

Project Beginning Date: August 27, 1974

Project Ending Date: November 23, 1974

School Session: Regular Year

Number of Migrant Students Enrolled: 94

Introduction:

The Hood River County School District was the only district participating in the program. The public school migrant pupils (94) were divided into grades first through sixth as shown in Table 1. No nonpublic school migrant children participated in the program. The personnel participating in the program included three teachers and four aides. Table 2 presents the number of certificated personnel employed.

Table 1

MIGRANT STUDENTS ENROLLED

Grade	Enrolled	ADM
Preschool	0	0.0
First	22	25.1
Second	19	27.6
Third	13	32.2
Fourth	13	31.4
Fifth	17	26.0
Sixth	10	24.1
Seventh		
Eighth		
Ninth		
Tenth		
Eleventh		
Twelfth		
TOTAL	94	27.5

Table 2

CERTIFICATED PERSONNEL EMPLOYED

A. Bilingual	
1. Target Group	0
2. Other	0
B. English-Speaking	
1. Target group	0
2. Other	3
TOTAL	3

Supplementary statistical data gathered during the operation of the program are shown in Table 3.

Table 3

SUPPLEMENTARY STATISTICAL DATA

A. Total Bus Miles	14,251
B. Health Examinations	26
C. Health Referrals	10
D. Dental Examinations	26
E. Dental Referrals	2
F. Breakfasts	0
G. Morning Snacks	0
H. Hot Lunches	2,503
I. Afternoon Snacks	0
J. No. of Teachers	3
K. No. of Aides	
1. Target Group	0
2. Other	4
3. Bilingual	2
Total Aides	4
L. No. of Volunteers	
1. Target Group	0
2. Other	0
Total Volunteers	0

Objectives and Evaluation Plan

Primary-Intermediate (Grades 1-6)

Objectives	Activities	Evaluation
	Students will be assigned to regular classrooms. The Migrant Program will operate using a Resource Room concept. Students will be informally screened to determine whether or not they have basic competency in the English language. If not, the following activities will take place.	Informal English competency screening. (Teacher observation)
Goal #1: Given daily instruction, the students should make positive gains in Language Readiness on the Preschool Academic Checklist and the Northwestern Syntax Screening Test as determined through the pre- and post-testing.	Students will be pretested on the Preschool Academic Checklist and the North-Western Syntax Screening Test. Programs will be designed for each student to meet the specific deficiencies discovered through these tests. Records will be kept indicating student growth, and students will also be post-tested on the Preschool Academic Checklist and the Northwestern Syntax Screening Test.	Pretest - Preschool Academic Checklist and Northwestern Syntax Screening Test. Post-Test - Preschool Academic Checklist and Northwestern Syntax Screening Test. Mastery level is 80% on these tests. Result data will be presented as the number of gains in each skill.
Goal #2: Given daily instruction, the students should make positive gains in Basic Reading Skills as determined through pre- and post-testing using the Wisconsin Design for Reading Skills Development.	When students have demonstrated mastery on these tests, they will be pretested on the Wisconsin Design for Reading Skills Development. Programs will be designed for each student to meet the specific deficiencies discovered through this test. Records will be kept indicating student growth, and students will be post-tested on the Wisconsin Design Reading Skills Development Test.	Pretest - The Wisconsin Design Reading Skills Development. Post-Test - The Wisconsin Design for Reading Skills Development. Mastery level is 80% on each skill in the test. Results will be presented as the number of gains made in each skill.

Methodology:

The project was conducted in accordance with the plans of the proposal to provide a successful program for preschool and primary-intermediate level migrant children.

At Westside Elementary School, a teacher aide worked with elementary students in grades one through six in math and reading on a one-to-one basis and in small groups. The teacher aide worked in the morning, of which only two hours were paid by the program.

Parkdale Elementary School employed a teacher and two teacher aides. The teacher worked with students in grades one through six in language arts, phonics, math, and writing. One of the teacher aides worked primarily with fourth and fifth graders on special tasks assigned by the teacher to accommodate each student's needs. The other teacher aide was bilingual and worked with the students on a one-to-one basis and in small group, testing some students in Spanish. All of these tasks were done under teacher supervision.

The materials used in Hood River included: Peabody for non-English speakers, games, color work sheets, educational media laboratories, controlled readers, tape recorders, language masters, filmstrip machine, Spanish-English Reading Tapes, record players, initial consonent tapes, Bingo, flannel graph, earphones, records in Spanish, printed materials, Quizmo, Smarty, and paint by number kits. Also, the girls were taught embroidery where they learned to identify various colors and the names of different stitches.

Pine Grove Elementary School employed a teacher and a resource instructional aide. Fourteen students were being served here at a resource center. To determine who should be in the center, the students were pretested with the Preschool Academic Checklist and the Northwest Syntax. If the students scored below grade level, they were placed at the center for individualized and small group instruction. Most of the emphasis was placed on language arts and some math.

The materials used at this site included Look-Listen-and Learn (transparencies, records, and duplicators), Spanish and English Reading Time tapes, teacher-made tapes, Lotto, identifying colors, postcards, Spanish language flash cards, initial sounds in Spanish.

The students were also provided cultural activities by listening to tapes and reading books.

Results:

1. Given daily instruction, the students should make positive gains in language readiness on the Preschool Academic Checklist and the Northwestern Syntax Screening Test as determined through the pre- and post-testing.

2. Given daily instruction, the students should make positive gains in basic reading skills as determined through pre- and post-testing using the Wisconsin Design for Reading Skills Development.

Table 4 presents the results of 78 students who were administered the Preschool Academic Checklist. Students showed growth in all areas assessed.

Table 5 presents the results of 44 students who were administered the Northwestern Syntax Screening Test. The average gain per student in the receptive was 4.1, with 2.4 for the expressive section. All students showed progress in all areas.

Table 6 presents the results of the Wisconsin Design for Reading Skills conducted for students in grades 2-6. The average gain per student was 5.4.

Table 4

PRESCHOOL ACADEMIC CHECKLIST
SUMMARY SHEET

AREA: Hood River County School District CA: Grades 1-6
SCHOOL: Elementary
TOTAL STUDENTS TESTED: 78

TASK	PRE	POST	GAIN
Knows His Name	72	79	+7
Arithmetic			
Counting 1-10	69	75	+6
Counting 11-20	67	74	+7
Counting 21-30	36	42	+6
Counting 31-40	42	49	+7
Counting 41-50	42	49	+7
Counting Objects 1-20	46	51	+5
Naming Numerals 1-20	44	49	+5
Matching Numerals to Objects 1-5	71	78	+7
Recognizing Shapes			
Circle	65	75	+10
Square	59	74	+15
Triangle	62	72	+10
Rectangle	54	70	+16
Recognizing Size			
Big	68	76	+8
Little	68	76	+8
Knowledge of Time			
Morning	62	74	+12
Noon	55	72	+17
Night	62	74	+12
Telling Time			
Clock 1-9:00 or 11:45	55	71	+16
Clock 2-4:30	40	67	+27
Recognizing Coin Money			
Penny	63	74	+11
Nickel	62	74	+12
Dime	63	75	+12
Knowledge of Money			
Five pennies/ one nickel	55	69	+24
Dime/two nickels	53	68	+15
Reading			
Recognizing Right and Left			
Right	66	74	+12
Left	66	74	+12
Recognizing Difference			
Words and Pictures	68	74	+6
Recognizing the Same and Difference			
Shapes	66	76	+14
Letters	65	76	+13
Recognizing Letters			
a	63	76	+13
i	59	71	+12
n	59	72	+13
p	59	71	+12
t	59	72	+13
m	59	72	+13
Recognizing Sounds			
s	62	74	+12
m	62	74	+12
t	61	73	+12
n	59	74	+15
p	60	70	+10
d	58	73	+15
Recognizing Words			
cat	57	65	+9
dog	57	62	+5
red	60	65	+5
chair	54	60	+6
door	55	60	+5
boy	57	59	+2
girl	55	60	+5
Writing			
Writing First Name	71	78	+7
Writing Numbers 1-10	69	75	+6
Writing Numbers 11-20	65	72	+7
Writing Letters A-Z	55	68	+13
Colors			
Identify by Pointing			
red	67	78	+11
blue	67	78	+11
green	67	78	+11
orange	67	78	+11
yellow	67	78	+11
white	67	78	+11
black	67	78	+11
brown	67	78	+11
Identify by Naming			
orange	67	78	+11
black	67	78	+11
red	67	78	+11
green	67	78	+11
yellow	67	78	+11
blue	67	78	+11
brown	67	78	+11
white	67	78	+11

TOTAL GAIN 724

AVERAGE GAIN PER STUDENT 9.28

Table 5
NORTHWESTERN SYNTAX SCREENING TEST

RECEPTIVE TASK EXPRESSIVE TASK

	PRE	POST	GAIN		PRE	POST	GAIN
Nouns				Nouns			
Plurals	36	42	+8	Plurals	35	40	+5
Possessive	35	43	+8	Possessive	32	37	+5
Verbs				Verbs			
Present tense	36	43	+7	Present tense	35	40	+5
Past tense	42	50	+8	Past tense	33	37	+4
Future tense	27	37	+10	Future tense	34	39	+5
3rd person	32	37	+5	3rd person	34	39	+5
Prepositions				Prepositions			
in	39	44	+5	in	37	42	+5
on	37	44	+7	on	37	41	+4
under	37	43	+6	under	38	42	+4
behind	36	43	+7	behind	39	43	+4
Pronouns				Pronouns			
he	40	44	+4	he	40	41	+1
she	40	44	+4	she	40	41	+1
her	37	42	+5	her	42	44	+2
their	32	40	+8	their	34	38	+4
himself	38	42	+4	himself	33	37	+4
Not Statement	23	28	+5	Not Statement	29	31	+2
Reversal of Subject/Object	28	34	+6	Reversal of Subject/Object	27	35	+8
This and That Concept	29	37	+8	This and That Concept	32	40	+8
Question Words				Question Words			
who	31	40	+9	who	36	42	+6
what	27	35	+8	what	32	36	+4
where	33	39	+6	where	35	40	+5
Understanding Sentences				Understanding sentences			
statements	28	37	+9	statements	28	37	+9
questions	22	37	+15	questions	29	38	+9

TOTAL GAIN RECEPTIVE 179

AVERAGE GAIN PER STUDENT 4.1

TOTAL STUDENTS TESTED 44

TOTAL GAIN EXPRESSIVE 109

AVERAGE GAIN PER STUDENT 2.4

Table 6

WISCONSIN DESIGN FOR READING SKILLS
CHECKLIST OF READING SKILLS - Grades 2-6
N=43

Number of Pupils Knowing Skill			Work Attack Skills
Pre	Post	Gain	
			Level A
			1. Listens for Rhyming Elements
29	43	+14	a. Words
30	43	+13	b. Phrases and Verses
			2. Notices Likenesses and Differences
34	43	+9	a. Pictures
40	43	+3	b. Letters
36	43	+7	c. Words
39	43	+4	3. Distinguishes Colors
34	41	+7	4. Listens for Initial Consonant Sounds
			Level B
31	36	+5	1. Has a Sight Vocabulary of 50-100 Words (Dolch)
35	40	+5	2. Follows Left to Right Sequence
			3. Has Phonic Analysis Skills
			a. Consonant Sounds
31	39	+8	(1) Beginning
25	32	+7	(2) Ending
30	24	+4	b. Consonant Blends
20	31	+11	c. Rhyming Elements
19	32	+13	d. Short Vowels
25	31	+6	e. Simple Consonant Diagraphs
			4. Has Structural Analysis Skills
21	28	+7	a. Compound Words
22	31	+9	b. Contractions
21	28	+7	c. Base Words and Endings
26	32	+6	d. Plurals
23	31	+8	e. Possessive Forms
			Level C
16	19	+3	1. Has a Sight Word Vocabulary of 100-170 Words (Dolch)
			2. Has Phonic Analysis Skills
10	15	+5	a. Consonants and Their Variant Sounds
11	14	+3	b. Consonant Blends
			c. Vowel Sounds
19	24	+5	(1) Long Vowel Sounds
9	12	+3	(2) Vowel Plus r
18	22	+4	(3) a Plus l
8	11	+3	(4) a Plus w
7	11	+4	(5) Long and Short oo
			d. Vowel Generalizations
7	10	+3	(1) Short Vowel Generalization
9	12	+3	(2) Silent e Generalization
9	14	+5	(3) Two Vowels Together

Table 6
WISCONSIN DESIGN FOR READING SKILLS
(continued)

Number of Pupils Knowing Skill			Work Attack Skills
Pre	Skill	Gain	
			Level C (con't.)
9	14	+5	(4) Final Vowel
9	12	+3	e. Common Consonant Diagraphs
			3. Has Structural Analysis Skills
6	8	+2	a. Base Words with Prefixes and Suffixes
9	14	+5	b. More Difficult Plural Forms
			4. Distinguishes Among Homonyms, Synonyms, and Antonyms
8	11	+3	a. Homonyms
8	11	+3	b. Synonyms and Antonyms
7	11	+4	5. Has Independent and Varied Word Attack Skills
9	13	+4	6. Chooses Appropriate Meaning or Multiple Meaning Words
8	10	+2	7. Dipthongs

TOTAL GAIN 233

AVERAGE GAIN PER STUDENT 5.4

Evaluator's Comments:

The program, conducted in accordance with the plans of the proposal, provided the students with Language Readiness and Basic Reading Skills. In addition, the cooperative registration effort that took place between Parkdale Elementary School and Hood River Valley Child Development Center was excellent. Information regarding preregistration procedure was publicized in the Parkdale and Hood River Newspapers and in bulletins at the Child Development Center and Parkdale Elementary School. The weekly radio program "Know Your School" also provided information to the community on the district's migrant program.

Area Name: Klamath County School District

County: Klamath

Funding Allocated: $105,176

Project Beginning Date: September 4, 1974

Project Ending Date: June 6, 1975

School Session: Regular

Number of Migrant Students Enrolled: 260

Introduction:

Bonanza, Merrill, Malin, and Lost River High School 49 were the districts participating in the program. The total number of public school migrant students enrolled (260) was distributed in grades first through twelfth as shown in Table 1. No nonpublic school migrant children participated in the program. The personnel participating in the program included 2.5 teachers, 14 teacher aides, 6 volunteers, and one home/school counselor. Table 2 presents the number of certificated personnel employed.

Table 1

MIGRANT STUDENTS ENROLLED

Grade	Enrolled	ADM
Preschool		
First	25	399
Second	18	321
Third	30	328
Fourth	24	382
Fifth	30	384
Sixth	30	413
Seventh	27	373
Eighth	26	378
Ninth	16	264
Tenth	17	249
Eleventh	10	312
Twelfth	7	164
TOTAL	260	3,967

Table II

CERTIFICATED PERSONNEL EMPLOYED

A. Bilingual	
1. Target Group	0
2. Other	0
B. English-Speaking	
1. Target Group	0
2. Other	2.5
TOTAL	2.5

Supplementary statistical data gathered during the operation of the program are shown in Table 3.

Table 3

SUPPLEMENTARY STATISTICAL DATA

A.	Total Bus Miles	218,143
B.	Health Examinations	7
C.	Health Referrals	63
D.	Dental Examinations	22
E.	Dental Referrals	23
F.	Glasses	4
G.	Morning Snacks	0
H.	Hot Lunches	10,507
I.	Afternoon Snacks	0
J.	No. of Teachers	2.5
K.	No. of Aides	
	1. Target Group	1
	2. Other	14
	3. Bilingual	0
	Total Aides	15
L.	No. of Volunteers	
	1. Target Group	3
	2. Other	3
	Total Volunteers	6

Objectives and Evaluation Plan:

Preschool:

1. The academic readiness ability of preschool children should improve.

To evaluate this objective, the Preschool Academic Checklist was to be administered initially to the students to determine existing abilities. Subsequently continual data was to be collected as to the number of new skills acquired and improvement shown. No data was submitted for this objective.

2. The receptive and expressive language abilities in standard English of preschool children should improve.

To evaluate this objective, the Northwest Syntax Screening Test was to be administered.

3. The social and psychological adjustments in a school setting of preschool children should improve.

No evaluative data was submitted for this objective.

Primary:

1. The student's oral receptive and expressive vocabulary in standard English should improve.

To evaluate this objective, the Northwest Syntax Screening Test was to be administered to all students on a pre- post-test basis in September and May.

2. The student's oral receptive and expressive syntactical abilities should improve.

To evaluate this objective, the Northwest Syntax Screening Test was to be administered to all students on a pre- post-test basis in September and May.

3. The student's reading vocabulary should improve.

To evaluate this objective, the Stanford Achievement Test was to be administered to all students on a pre- post-test basis in September and May.

4. The student's decoding abilities should improve.

To evaluate this objective, the Stanford Achievement Test was to be administered to all students on a pre- post-test basis in September and May, with IRI used further to diagnose most cases.

5. The student's math competencies should improve.

To evaluate this objective, the Stanford Achievement Test was to be administered to all students on a pre- post-test basis in September and May.

Intermediate:

1. The student's oral receptive and expressive vocabulary in standard English should improve.

To evaluate this objective, the Stanford Achievement test was to be administered to all students on a pre- post-test basis in September and May.

2. The student's oral receptive and expressive syntactical abilities should improve.

To evaluate this objective, the Stanford Achievement Test was to be administered to all students on a pre- post-test basis in September and May.

3. The student's reading vocabulary should improve.

To evaluate this objective, the Stanford Achievement Test was to be administered to all students on a pre- post-test basis in September and May.

4. The student's decoding abilities should improve.

To evaluate this objective, the Stanford Achievement Test was to be administered to all students on a pre- post-test basis in September and May, with IRI used further to diagnose most cases.

5. The student's reading comprehension skills should improve.

To evaluate this objective, the Stanford Achievement Test was to be administered to all students on a pre- post-test basis in September and May, with IRI used further to diagnose most cases.

6. The student's math competencies should improve.

To evaluate this objective, the Stanford Achievement Test was to be administered to all students on a pre- post-test basis in September and May.

Secondary:

1. The student's oral receptive and expressive vocabulary in standard English should improve.

To evaluate this objective, the Stanford Achievement Test was to be administered to all students on a pre- post-test basis in September and May.

2. The student's oral receptive and expressive syntactical abilities should improve.

To evaluate this objective, the Stanford Achievement Test was to be administered to all students on a pre- post-test basis in September and May.

3. The student's reading vocabulary should improve.

To evaluate this objective, the Stanford Achievement Test was to be administered to all students on a pre- post-test basis in September and May.

4. The student's decoding abilities should improve.

To evaluate this objective, the Stanford Achievement Test was to be administered to all student's on a pre- post-test basis in September and May, with IRI used further to diagnose most cases.

5. The student's reading comprehension skills should improve.

To evaluate this objective, the Stanford Achievement Test was to be administered to all students on a pre- post-test basis in September and May, with IRI further to diagnose most cases.

6. The student's math competencies should improve.

To evaluate this objective, the Stanford Achievement Test was to be administered to all students on a pre- post-test basis in September and May.

Methodology:

The migrant program in Klamath County conducted programs in the districts of Malin, Merrill, Bonanza, and Lost River. This program was somewhat unique in that the migrant population it served was almost totally Anglo--i.e., 95 percent as reported by the four schools. The greatest influx of migrants came during the fall when they were in the area to harvest the potato crop. Malin Elementary School served students in grades two-eight; Lost River High School served students in the nine-twelve grades; Bonanza Elementary and High School served students in grades two-eight and nine-eleven; and Merrill Elementary School and Merrill Junior High School served students in grades one-eight. The area employed fourteen aides and three resource teachers in the four schools to serve migrant children. In addition, one home/school consultant was also employed.

The program relied upon the learning center-resource teacher concept to serve migrant students. Bonanza offered a learning center and an instructional materials center to serve the students. Lost River High School had facilities within its resource center to offer migrant students. Malin Elementary also used a learning center in addition to its library. Merrill Elementary School had a two-room learning center in combination with its library, and Merrill Junior High developed a learning center adjoining its present library for the purpose of better serving the migrant children in that building. All of these centers contained a wide variety of instructional materials which were used to assist the migrant child in his educational program.

In implementing the learning center-resource teacher concept in the Klamath County program, a screening test was first administered to all of the Title I-M children in the program. Students who received low scores were referred for more specific diagnostic testing. Students could also be referred who were not working up to their potential in the regular program. These children were identified by the classroom teachers and referred to the resource teacher. Students referred in this manner were tested with specific diagnostic tools such as word recognition tests, informal reading inventories, and phonics inventories, as well as various math diagnostic instruments.

Once this diagnosis had been completed, the resource teacher prescribed an educational program to be implemented with the student either by herself, an aide, or the classroom teacher. These programs were to be initiated on either a one-to-one basis or with groups of children who had similar educational deficiencies. The resource teacher would also, as part of her responsibilities, see some students on a regular referral basis. Resource teachers used such materials as programmed materials, SRA Kits, Reader's Digest Skill Builders, Hoffman Readers, Language Master Machines, video tape materials, and the Fairchild Reading Method. Also, a great many resource teachers, aides, and teacher-made materials were used with the migrant children.

The aides worked under the direction of a resource teacher or a classroom teacher. They assisted the students in learning basic skills. The aides conferred with a classroom teacher, principal, and the home/school consultant about specific problems the students might be having in the program. They also assisted the resource teachers in preparing informal tests and developing reading materials to be used with the less capable children.

A tutorial program was being operated at Bonanza and Merrill Schools. At these schools, junior and senior high school students worked with elementary-level migrant children who were experiencing difficulty in learning.

Results:

Preschool:

1. The academic readiness ability of preschool children should improve.

No evaluative data was submitted for this objective. The Preschool Academic Checklist should have been administered on a pre- post-test basis.

2. The receptive and expressive language abilities in standard English of preschool children should improve.

Table 4 presents the results of the Northwestern Syntax Screening Test for students at Merrill Elementary in grades K-3.

3. The social and psychological adjustments in a school setting of preschool children should improve.

No evaluative data was submitted for this objective.

Primary, Intermediate, Secondary:

1. The student's oral receptive and expressive vocabulary in standard English should improve.

2. The student's oral receptive and expressive syntactical abilities should improve.

Table 5 presents the results of the Northwestern Syntax Screening Test for Malin and Bonanza for grades 1-3.

3. The student's reading vocabulary should improve.

4. The student's decoding abilities should improve.

5. The student's reading comprehension skills should improve.

6. The student's competencies should improve.

Table 6 presents the results of the Stanford Achievement Test for Malin in the area of reading and math.

Table 7 presents the results of the Stanford Achievement Test for Merrill in the areas of reading and math in grades one-eight.

Table 8 presents the results of the Stanford Achievement Test for Bonanza Schools in the areas of reading and math in grades two-eleven.

Table 9 presents the results of the Stanford Achievement Test for Lost River High School in the areas of reading and math in grades nine-twelve.

Table 4
Northwestern Syntax Screening Test
Merrill Elementary
Grades K-3

	Receptive			Expressive		
Subject	**Pre**	**Post**	**Difference**	**Pre**	**Post**	**Difference**
1	27	38	11	30	40	10
2	38	40	2	38	39	1
3	34	39	5	40	40	0
4	22	38	16	30	40	10
5	30	40	10	35	40	5
6	25	35	10	30	39	9
7	26	33	7	31	35	4
8	35	40	5	32	37	5
9	28	39	11	37	40	3
10	34	35	1	38	40	2
11	28	35	7	31	34	3

Total Gain Receptive 85
Average Gain Per Student 7.8

Total Gain Expressive 52
Average Gain Per Student 4.8

Table 5
Malin Primary Grades 1-3
Northwestern Syntax Screening Test

Receptive Task

	Pre	Post	Gain
Nouns			
Plurals	6	8	2
Possessive	13	13	0
Verbs			
Present tense	75	80	5
Past tense	17	19	2
Future tense	5	7	2
3rd person	68	77	9
Prepositions			
in	8	8	0
on	8	8	0
under	8	8	0
behind	8	8	0
Pronouns			
he	8	8	0
she	8	8	0
her	6	7	1
their	6	7	1
himself	6	8	2
Not Statement	6	8	2
Reversal of Subject/Object	39	43	4
This and That Concept	12	14	2
Question Words			
who	12	13	1
what	6	6	0
where	7	8	1
Understanding Sentences			
statements	7	8	1
questions	5	5	0

Expressive Task

	Pre	Post	Gain
Nouns			
Plurals	7	8	1
Possessive	6	7	1
Verbs			
Present tense	72	76	4
Past tense	12	14	2
Future tense	7	7	0
3rd person	79	80	1
Prepositions			
in	8	8	0
on	7	8	1
under	8	8	0
behind	8	8	0
Pronouns			
he	8	8	0
she	8	8	0
her	7	8	1
their	7	8	1
himself	6	7	1
Not Statement	8	8	0
Reversal of Subject/Object	13	16	3
This and That Concept	12	10	-2
Question Words			
who	7	6	-1
what	7	8	1
where	7	8	1
Understanding Sentences			
statements	8	8	0
questions	6	6	0

Total Gain Receptive 3.5

Average Gain Per Student 3.37

Total Gain Expressive 1.5

Average Gain Per Student 2.0

Table 5 (continued)
Bonanza Schools Grades 1-3
Northwestern Syntax Screening Test

Receptive Task

	Pre	Post	Gain
Nouns			
Plurals	2	0	2
Possessive	3	1	2
Verbs			
Present tense	7	2	5
Past tense	4	0	4
Future tense	2	0	2
3rd person			
Prepositions			
in			
on			
under			
behind hind			
Pronouns			
he			
she			
her	2	0	2
their	2	0	2
himself	1	1	0
Not Statement	0	1	-1
Reversal of Subject/Object	6	1	5
This and That Concept	1	3	-2
Question Words			
who	7	2	5
what	3	2	1
where	1	1	0
Understanding Sentences			
statements	5	1	4
questions	14	10	4

Expressive Task

	Pre	Post	Gain
Nouns			
Plurals	8	0	8
Possessive	2	1	1
Verbs			
Present tense	4	2	2
Past tense	10	1	9
Future tense	1	0	1
3rd person			
Prepositions			
in			
on			
under			
behind			
Pronouns			
he			
she			
her			
their	0	1	1
himself hisself	3	3	0
Not Statement			
Reversal of Subject/Object	6	0	6
This and That Concept	1	1	0
Question Words			
who	5	1	4
what	2	0	2
where	1	1	0
Understanding sentences			
statements	11	3	8
questions	2	0	2

Total Gain Receptive 41

Average Gain Per Student 2.11

Total Gain Expressive 42

Average Gain Per Student 2.12

Table 6
Stanford Achievement Test
Reading Scores
Malin Schools
Primary and Intermediate
Grades 2-7

	Subject	Pre	Post	Gain
Grade 2	1	2.6	3.3	.7
			$\bar{x}$ Gain =	.7
Grade 3	1	2.2	2.5	.3
	2	3.8	4.3	.5
			$\bar{x}$ Gain =	.4
Grade 4	1	3.4	4.3	.9
	2	4.8	5.2	.4
	3	4.4	4.2	-.2
	4	3.9	3.7	-.2
	5	2.9	5.0	2.1
			$\bar{x}$ Gain =	.6
Grade 5	1	3.0	4.0	1.0
	2	3.1	5.8	2.7
	3	7.0	6.4	-.6
			$\bar{x}$ Gain =	1.0
Grade 6	1	6.3	8.2	1.9
	2	5.2	5.6	.4
	3	4.8	5.2	.4
	4	3.6	3.6	.0
			$\bar{x}$ Gain =	.7
Grade 7	1	4.5	4.3	-.2
	2	4.4	4.1	-.3
	3	3.5	3.7	.2
	4	4.3	4.2	-.1
			$\bar{x}$ Gain =	0.0

Table 6 (continued)
Stanford Achievement Test
Reading Scores
Malin Schools
Grade 8

Subject	Pre	Post	Gain
1	3.8	3.7	-.1
2	4.5	3.7	-.8
		$\bar{x}$ Gain =	0.0

Stanford Achievement Test
Math Scores
Malin Schools
Grade 8

Subject	Pre	Post	Gain
1	3.9	7.9	4.0
2	4.5	6.5	-1.5
		$\bar{x}$ = Gain	1.21

Table 6 (continued)
Stanford Achievement Test
Math Scores
Malin Schools
Primary and Intermediate
Grades 2-7

	Subject	Pre	Post	Gain
Grade 2	1	2.1	3.0	.9
			$\bar{x}$ Gain =	.9
Grade 3	1	2.2	3.3	1.1
	2	2.0	2.9	.9
			$\bar{x}$ Gain =	1.0
Grade 4	1	2.5	2.9	.4
	2	5.5	6.5	1.0
	3	3.3	6.3	3.0
	4	4.1	4.9	.8
	5	3.3	5.2	1.9
			$\bar{x}$ Gain =	1.4
Grade 5	1	3.7	5.2	1.5
	2	4.0	4.7	.7
	3	5.8	5.6	-.2
			$\bar{x}$ Gain =	.7
Grade 6	1	5.8	7.1	1.3
	2	5.1	4.1	-1.0
	3	4.7	4.6	-.1
	4	3.7	4.4	.7
			$\bar{x}$ Gain =	.2
Grade 7	1	3.6	5.3	1.7
	2	5.1	6.9	1.8
	3	3.8	4.0	.2
	4	5.5	5.8	.3
			$\bar{x}$ Gain =	1.0

Table 7
Stanford Achievement Test
Vocabulary - Auditory - Math
Merrill Elementary
Grade 1

Subject	Pre	Post	Gain
1	K.7	1.6	.9
2	.0	2.1	2.1
3	.6	1.0	.4
4	.7	3.0	2.3
5	1.8	2.9	1.1
6	.0	1.7	1.7
7	.3	1.4	1.1
8	.3	1.7	1.4

$\bar{x}$ Gain = 1.4

Stanford Achievement Test
Auditory - Math
Merrill Elementary
Grade 2

Subject	Pre	Post	Gain
1	1.6	2.5	.9
2	1.5	2.9	1.4
3	3.2	5.8	2.6

$\bar{x}$ Gain = 1.6

Table 7 (continued)
Stanford Achievement Test
Language - Math
Merrill Elementary
Grade 3-6

	Subject	Pre	Post	Gain
Grade 3	1	3.0	5.7	2.7
	2	1.4	3.3	1.9
	3	4.1	5.0	.9
	4	3.0	4.2	1.2
			$\bar{x}$ Gain =	1.7
Grade 4	1	4.4	5.9	1.5
	2	3.1	3.8	.7
	3	3.2	3.1	-.1
	4	5.3	6.1	.8
			$\bar{x}$ Gain =	.7
Grade 5	1	4.0	5.6	1.6
	2	3.1	4.3	1.2
			$\bar{x}$ Gain =	1.4
Grade 6	1	4.5	4.6	.1
	2	5.1	6.3	1.2
	3	6.2	7.5	1.3
	4	6.2	10.1+	3.9
	5	4.7	5.6	.9
	6	4.1	5.4	1.3
			$\bar{x}$ Gain =	1.5
Grade 7	1	8.9	11.9+	3.0
	2	3.0	4.7	1.7
	3	5.5	7.1	1.6
	4	5.4	4.1	-1.3
	5	5.5	6.6	1.1
	6	7.8	11.2	3.4
			$\bar{x}$ Gain =	1.8

Table 7 (continued)
Stanford Achievement Test
Reading - Language - Math Scores
Merrill Middle School
Grade 8

Subject	Pre	Post	Gain
1	8.2	10.6	2.4
2	6.9	7.3	.4
3	6.8	9.1	2.3
4	10.0	10.6	.6
5	4.8	4.5	-.3
6	7.2	9.4	2.2
7	5.9	7.3	1.4
		$\bar{x}$ Gain =	1.26

Table 8
Stanford Achievement Test
Reading Scores for Active Migrants
Bonanza Schools
Grades 2-4

	Subject	Pre	Post	Gain
Grade 2	1	2.0	3.8	1.8
	2	2.0	4.2	2.2
	3	1.4	5.4	4.0
	4	1.6	2.5	.9
			$\bar{x}$ Gain =	2.21
Grade 3	1	2.5	4.3	1.8
	2	2.6	4.2	1.4
			$\bar{x}$ Gain =	.16
Grade 4	1	5.5	6.5	1.0
	2	4.5	4.3	-.2
	3	3.5	3.7	.2
	4	2.9	5.4	2.5
	5	3.2	4.1	1.0
			$\bar{x}$ Gain =	.9

Table 8 (continued)
Stanford Achievement Test
Reading Scores for Active Migrants
Bonanza Schools
Grades 5-7

	Subject	Pre	Post	Gain
Grade 5	1	3.2	3.2	0.0
	2	2.8	3.5	.7
	3	4.9	6.5	1.6
	4	4.7	6.7	2.0
	5	5.0	6.8	1.8
	6	9.5	10.2	.7
			$\overline{x}$ Gain =	1.12
Grade 6	1	8.8	6.9	-1.8
	2	7.8	9.6	1.8
	3	8.6	10.5+	1.9
	4	5.6	9.6	4.0
	5	6.2	6.7	.5
	6	4.6	6.5	1.9
	7	3.8	4.4	.6
	8	5.4	6.9	1.5
	9	4.0	5.0	1.0
			$\overline{x}$ Gain =	1.26
Grade 7	1	6.3	8.5	2.2
	2	12.8	12.9	.1
			$\overline{x}$ Gain =	1.11

Table 8 (continued)
Stanford Achievement Test
Math Scores for Active Migrants
Bonanza Schools
Grades 2-4

	Subject	Pre	Post	Gain
Grade 2	1	2.7	2.8	.1
	2	1.7	3.1	1.4
	3	2.7	3.6	.9
	4	1.5	2.9	1.4
			$\bar{x}$ Gain =	.92
Grade 3	1	2.1	3.4	1.3
	2	2.5	4.7	2.2
			$\bar{x}$ Gain =	1.71
Grade 4	1	4.5	5.4	1.0
	2	3.0	4.5	1.5
	3	3.0	4.6	1.6
	4	3.4	4.2	.8
	5	3.3	4.2	.9
			$\bar{x}$ Gain =	1.13

Table 8 (continued)
Stanford Achievement Test
Math Scores for Active Migrants
Bonanza Schools
Grades 5-7

	Subject	Pre	Post	Gain
Grade 5	1	3.4	4.2	.8
	2	3.2	3.4	.2
	3	5.4	6.4	1.0
	4	4.8	7.0	2.2
	5	5.3	6.7	1.4
	6	4.8	8.5	3.7
			$\bar{x}$ Gain =	1.53
Grade 6	1	6.6	7.9	1.3
	2	7.2	8.9	1.7
	3	7.1	9.9	2.8
	4	5.9	10.5+	4.6
	5	5.6	6.8	1.2
	6	5.0	5.9	.9
	7	3.5	3.8	.3
	8	4.6	6.8	2.2
	9	4.3	5.9	1.6
			$\bar{x}$ Gain =	2.06
Grade 7	1	6.9	7.8	.9
	2	11.8	12.1	.3
			$\bar{x}$ Gain =	.6

Table 8 (continued)
Stanford Achievement Test
Reading Scores for Active Migrants
Bonanza Schools
Grade 8

Subject	Pre	Post	Gain
1	7.6	9.4	1.8
2	9.9	10.3	.4
3	7.7	10.0	2.3

$\bar{x}$ Gain = 1.5

Stanford Achievement Test
Math Scores for Active Migrants
Bonanza Schools
Grade 8

Subject	Pre	Post	Gain
1	7.8	9.6	1.8
2	9.7	11.0	1.3
3	8.9	9.9	1.0

$\bar{x}$ Gain = 1.3

Table 8 (continued)
Stanford Achievement Test
Reading Scores for Active Migrants
Bonanza Schools
Grades 9-11

	Subject	Pre	Post	Gain
Grade 9	1	11.3	11.1	-.2
Grade 10	1	9.2	10.9	1.7
Grade 11	1	8.9	10.7	1.8
	2	5.9	6.9	1.0
	3	12.8	12.8	0.0

$\bar{x}$ Gain = .91

Math Scores for Active Migrants
Bonanza Schools
Grades 9-11

	Subject	Pre	Post	Gain
Grade 9	1	10.6	9.1	-1.5
Grade 10	1	12.6	12.6	0.0
Grade 11	1	12.6	12.6	0.0
	2	5.8	5.7	-.1
	3	12.6	11.6	-1.0

$\bar{x}$ Gain = 0.0

Table 9
Stanford Achievement Test
Reading Scores
Lost River High School
Grades 9-10

	Subject	Pre	Post	Gain
Grade 9	1	12.9+	12.8	-.1
	2	2.9	6.8	3.9
	3	6.0	6.9	.9
	4	6.5	7.8	1.3
	5	8.8	9.3	.5
	6	9.2	11.9	2.7
	7	8.3	8.5	.2
	8	9.0	9.4	.4
	9	3.0	8.3	5.3
	10	2.7	3.7	1.0
	11	11.0	12.8	1.8
	12	12.0	12.8	.8
	13	11.7	12.8	1.1
			$\bar{x}$ Gain =	1.54
Grade 10	1	5.1	6.8	1.7
	2	8.3	11.9	3.6
	3	7.8	9.2	1.4
	4	7.1	10.9	3.8
	5	6.0	7.7	1.7
	6	7.0	7.7	.7
	7	7.6	7.9	.3
	8	5.4	5.7	.3
	9	11.3	12.8	1.5
	10	10.3	11.1	.8
			$\bar{x}$ Gain =	1.58

Table 9 (continued)
Stanford Achievement Test
Reading Scores
Lost River High School
Grades 11-12

	Subject	Pre	Post	Gain
Grade 11	1	9.4	10.1	.7
	2	5.7	8.5	2.8
	3	10.8	12.8	2.0
	4	10.2	12.8	2.6
	5	10.1	12.8	2.7
	6	9.8	12.3	2.5
			$\bar{x}$ Gain =	2.21
Grade 12	1	10.0	10.9	.9
	2	9.4	12.0	2.6
	3	10.0	12.8	2.8
	4	4.9	6.3	1.4
	5	11.7	11.8	.1
	6	11.3	11.5	.2
			$\bar{x}$ Gain =	1.32

Table 9 (continued)
Stanford Achievement Test
Math Scores
Lost River High School
Grades 9-10

	Subject	Pre	Post	Gain
Grade 9	1	12.8	12.6	-.2
	2	7.1	6.3	-.8
	3	7.8	8.8	1.0
	4	5.0	5.9	.9
	5	7.8	8.5	.6
	6	8.6	9.7	1.1
	7	7.6	8.2	.5
	8	6.6	9.0	2.4
	9	5.3	3.7	-1.6
	10	5.0	6.1	1.1
	11	11.0	12.0	1.0
	12	8.9	9.8	.9
	13	8.1	8.8	.7
			$\bar{x}$ Gain =	.51
Grade 10	1	6.3	6.7	.4
	2	6.8	12.6	5.8
	3	6.3	7.4	1.1
	4	8.3	8.6	.3
	5	8.0	8.8	.8
	6	9.0	10.0	1.0
	7	5.9	6.6	.7
	8	5.4	5.8	.4
	9	11.2	11.2	0.0
	10	8.1	8.8	.7
			$\bar{x}$ Gain =	1.12

Table 9 (continued)
Stanford Achievement Test
Math Scores
Lost River High School
Grades 11-12

	Subject	Pre	Post	Gain
Grade 11	1	11.2	12.2	1.0
	2	8.3	11.2	3.0
	3	9.6	9.2	-.4
	4	9.4	11.3	3.0
	5	10.1	12.5	2.4
	6	8.3	8.4	.1
			$\bar{x}$ Gain =	1.51
Grade 12	1	9.0	9.5	.5
	2	9.4	12.9	3.5
	3	10.2	11.0	.8
	4	5.2	6.4	1.2
	5	12.4	12.5	.2
	6	12.5	12.9	.4
			$\bar{x}$ Gain =	2.1

Evaluator's Comments:

Test results indicate that the students made progress in the areas assessed. No statistical information was submitted for preschool in objectives 1 and 3. The statistical data submitted was a great improvement over last year.

Since Klamath County hired a part-time coordinator for the program, there has been better organization and coordination of the project.

The home/school counselor employed in the area did an excellent job identifying students for the program. The conscientious efforts of the staff made it possible to have a successful program.

Area Name: Malheur District

County: Malheur

Funding Allocated: $300,497

Project Beginning Date: September 3, 1974

Project Ending Date: June 5, 1975

School Session: Regular

Number of Migrant Students Enrolled: 895

Introduction:

The districts participating in the program were Ontario 8C, Nyssa 26, Vale 15, Annex 29, and Adrian 61. The total number of public school migrant pupils enrolled (895) was divided into grades K-12 as shown in Table 1. No nonpublic school migrant children participated in the program. Table 2 presents the number of certificated personnel employed in the program.

Table 1

MIGRANT STUDENTS ENROLLED

Grade	Enrolled	ADM
Preschool	108	76.43
First	95	58.42
Second	94	60.61
Third	96	56.87
Fourth	95	61.12
Fifth	105	65.89
Sixth	89	62.61
Seventh	55	42.62
Eighth	47	39.96
Ninth	37	27.91
Tenth	32	26.84
Eleventh	22	18.05
Twelfth	20	19.1
TOTAL	895	616.43

Table 2

CERTIFICATED PERSONNEL EMPLOYED

A. Bilingual	
1. Target Group	1 + 6 Intern Teachers
2. Other	0
B. English-Speaking	
1. Target Group	0
2. Other	8.75
TOTAL	9.75

Supplementary statistical data gathered during the operation of the program are shown in Table 3.

Table 3

SUPPLEMENTARY STATISTICAL DATA

A. Total Bus Miles	9,104
B. Health Examinations	235
C. Health Referrals	19
D. Dental Examinations	26
E. Dental Referrals	11
F. Eye Referrals	40
G. Hearing Referrals	12
H. Innoculations	350
I. Breakfasts	0
J. Morning Snacks	7,304
K. Hot Lunches	0
L. Afternoon Snacks	7,304
M. No. of Teachers	9.75
N. No. of Aides	
1. Target Group	16
2. Other	
Two Home School, Contact, One Secretary/Clerk	6.5
3. Bilingual	16
Total Aides	22.5
O. No. of Volunteers	
1. Target Group	14
2. Other	26
Total Volunteers	40

Objectives and Evaluation Plan:

Preschool: (Five-year-olds at Ontario, Nyssa, and Adrian and six-year-olds at Ontario)

1. The receptive and expressive standard English language development of the students should improve.

To evaluate this objective, the Basic Concepts Inventory was to be administered on a pre- post-test basis. Improvement was to be reported by the decrease in the number of items missed.

2. The academic readiness of the students (including four-year-olds) should improve.

To evaluate this objective, the Preschool Academic Checklist was to be administered in a pre- post-test basis. Improvement was to be reported as to the number of new skills acquired.

Preschool Bilingual Five-Year-Olds:

1. The receptive and expressive standard Spanish language development of students should improve.

To evaluate this objective, the Translated Basic Concepts Inventory was to be administered on a pre- post-test basis. Improvement was to be reported by the decrease in the number of items missed.

2. The academic readiness of the students in standard Spanish should improve.

To evaluate this objective, the Preschool Academic Checklist was to be administered in Spanish on a pre- post-test basis. Improvement was to be reported as to the number of new skills acquired.

Primary and Intermediate: (Grades one-six at May Roberts, Lindberg, Cairo, Pioneer, and Nyssa)

All objectives do not apply to all students. It will be the classroom and/or resource teacher's responsibility to determine the objectives to be met by individual children. Further, the objectives presented are listed in developmental order, so that if a child is deficient in language development the major emphasis in his instructional program will be in this area rather than in reading.

1. The expressive and receptive language ability of the students should improve.

To evaluate this objective, the Malheur Vocabulary Tests were to be administered on a pre- post-test basis. Improvement was to be reported as to the number of vocabulary items acquired. For those students in need of a more intensive language program, the Northwestern Syntax Screening Test was to be adminstered on a pre- post- test basis. Improvement was to be reported as to the change in score on the receptive and expressive subtests.

2. The reading ability of the students should improve.

To evaluate this objective, the Betts Visual Discrimination Test and/or the Dolch Word List was to be adminstered on a pre- post-test basis. Improvement was to be reported as to new skills or new words acquired. For children reading at a higher level, the Migrant Inventory or the Silvarolli Reading Test, or other individual reading inventory tests were to be administered on a pre- post-test basis. Improvement was to be reported as to the change in grade level scores.

Primary: (Grades one-three at Vale Elementary)

1. The expressive and receptive language ability of the students should improve.

To evaluate this objective, the Malheur Vocabulary Tests were to be administered on a pre- post-test basis. Improvement was to be reported as to the number of vocabulary items acquired.

Primary and Intermediate: (Vale Elementary and Annex)

2. The reading ability of the children should improve.

To evaluate this objective, the Metropolitan Reading Readiness and/or the Betts Sight Word List and/or the Silvarolli Reading Inventory or other individual reading inventory tests were to be administered. Improvement was to be reported as to new skills, new words acquired, or a change in grade level.

Secondary: (Ontario and Nyssa)

1. The spelling ability of the students should improve.

To evaluate this objective, a classroom reading inventory was to be administered on a pre- post-test basis. Improvement was to be reported as to the change in grade level score.

2. The reading ability of the students should improve.

To evaluate this objective, a classroom reading inventory or other comprehensive spelling test was to be administered on a pre- post-test basis. Improvement was to be reported as to the change in grade level score.

Methodology:

The Malheur Area Title I-M Program conducted programs for migrant students in five school districts. Within the Malheur project, there were three preschool programs located in Ontario, Nyssa, and Adrian. The Nyssa and Ontario schools received maximum services provided by resource teachers and teacher aides.

In Adrian, the school district was contracted to provide services for the preschool children. Bilingual instruction was conducted with one five-year-old group and the first and second year levels at May Roberts School.

The elementary schools participating in the program were May Roberts, Lindbergh, Pioneer, Cairo, Nyssa Primary and Intermediate, Vale (grades one-six), and Annex (grades one-two). The resource teachers worked closely with the classroom teacher in diagnosing and prescribing supplemental programs for the migrant child. These programs were implemented by the aides, under the supervision of the classroom teacher and/or the resource teacher.

The secondary schools participating were Ontario Junior High School (grades seven-nine), Ontario Senior High (grades ten-twelve), Nyssa Junior High (grades seven-eight), and Nyssa Senior High School (grades nine-twelve). These schools were selected because the major concentration of Title I-M students enroll at these schools during the regular school year, as well as during the impact months of May, September, October, and November. At this level, skill centers were provided for those students who were experiencing learning difficulties in the language arts areas. The Ontario and Nyssa programs provided special instruction and materials designed to develop oral English and Spanish vocabulary.

Special materials used for language instruction in the program included EDL Reading Series, Peabody Language Development Kits, audio flash and language masters, Hoffman Reading Program, SRA Reading Kits, Reader's Digest Skill Builders, and Aud-X Word Attach Skills. This represents only some of the materials available to the students in the program.

Results:

Preschool:

1. The receptive and expressive standard English language development of the students should improve.

Tables 4 and 5 present the results of the Basic Concept Inventory Scores for students ages five and six at May Roberts Elementary School.

Table 6 presents the results of the Basic Concept Inventory Scores for five-year-olds at Adrian.

2. The academic readiness of the students should improve.

Tables 7 through 9 present the results of the Preschool Academic Checklist for four-, five-, and six-year-old students at May Roberts Elementary School.

Tables 10 through 13 present the results of the Preschool Academic Checklist for four- and five-year-olds at Nyssa Preschool.

Table 14 presents the results of the Preschool Academic Checklist for five-year-old students at Adrian.

Preschool - Bilingual Five-year-olds:

1. The receptive and expressive standard Spanish language development of students should improve.

Table 15 presents the results of the Basic Concept Inventory Scores for five-year-old bilingual students at May Roberts Elementary School.

Table 16 presents the results of the Preschool Academic Checklist for eight students tested in English who are enrolled in the bilingual program.

Table 17 presents the results of the Preschool Academic Checklist for twelve native speakers at May Roberts Elementary School.

Primary and Intermediate: (May Roberts, Lindbergh, Cairo, Pioneer,
and Nyssa, Vale, and Annex)

1. The expressive and receptive language ability of the students should improve.

Table 18 presents the results of the Malheur Receptive-Expressive Vocabulary Test for third grade students at Nyssa.

Table 19 presents the results of the Dolch Sight Word List for three-year-old students at Nyssa.

Table 20 presents the results of the Northwestern Syntax Screening Test for students in the first and second grade at May Roberts Elementary.

Table 21 presents the results of the Dolch Word List for students in May Roberts Elementary, grades two-four.

Table 22 presents the results of the Individual Reading Inventory for students in May Roberts Elementary and Lindberg, grades four-six.

Table 23 presents the results of the Malheur Vocabulary Test for students in May Roberts Elementary, grades two-three.

Table 24 presents the results of the Malheur Receptive-Expressive Vocabulary Test for first grade students at Vale.

Table 25 presents the results of the Northwestern Syntax Screening Test for second grade students at Lindberg.

Table 26 presents the results of the Northwestern Syntax Screening Test for students in Nyssa in grade level K-4.

Table 27 presents the results of the Basic Concept Inventory Scores for children served over six months at Nyssa.

2. The reading ability of the students should improve.

Table 28 presents the results of the Informal Reading Inventory Scores for students in Nyssa, grades four-twelve.

Table 29 presents the results of the Malheur Receptive-Expressive Vocabulary Test for five-year-old children attending Nyssa.

Table 30 presents the results of the Dolch Sight Word List for second grade students at Nyssa.

Secondary:

1. The spelling ability of the students should improve.

Table 31 presents the results of the Classroom Reading Inventory in Ontario High School for grades ten-twelve.

2. The reading ability of the students should improve.

Tables 32 through 34 present the results of the Spelling Survey, Silvarolli Reading Test, and the Basic Sight Word Test for eighth grade students at Ontario Junior High School.

Tables 35 through 37 present the results of the Spelling Survey, Silvarolli Reading Test, and the Basic Sight Word Test for eighth grade students at Ontario Junior High School.

Tables 38 thouugh 40 present the results of the Spelling Survey, Silvarolli Reading Test, and the Basic sight Word Test for ninth graders at Ontario Junior High School.

Table 4
Basic Concept Inventory Scores
Preschool - CA 5
May Roberts Elementary

Subject	Pre	Post	Difference
	Present Six Months		
1	15	5	10
2	36	13	23
3	84	40	44
4	34	6	28
5	51	29	22
	Average Score Gain Per Pupil		25.4
	Range of Gain Scores		10-44
	Less Than Six Months		
1	68	46	22
2	105	80	25
3	55	36	19
4	25	8	17
5	109	90	19
	Average Score Gain Per Pupil		20.4
	Range of Gain Scores		17-25

Table 5
Basic Concept Inventory Scores
Preschool - CA 6
May Roberts Elementary

Subject	Pre	Post	Difference	Days Present
1	85	34	51	145
2	31	24	7	46
3	35	14	21	155
4	18	9	9	127
		Average Score Gain Per Pupil		22
		Range of Gain Scores		9-51

Table 6
Basic Concept Inventory Scores
Preschool - CA 5
Adrian

Subject	Pre	Post	Difference
1	33	18	15
2	41	24	17
3	29	15	14
4	88	81	7
5	81	51	30
6	57	34	23
7	37	23	14
8	68	43	25
9	71	45	26
10	43	50	-7
11	78	69	9
12	39	21	18
13	47	28	19
14	32	30	2
		Average Gain Per Pupil	15.14
		Range of Gain Scores	2-30

Table 7
Preschool Academic Checklist
Summary Sheet

Area: Malheur — CA: 4-year-olds
School: May Roberts
Total Students Tested: 18

Task	Pre	Post	Gain
Knows His Name	6	18	12
Arithmetic			
Counting 1-10	2	17	15
Counting 11-20	0	11	11
Counting 21-30	0	1	1
Counting 31-40	0	0	0
Counting 41-50	0	0	0
Counting Objects 1-20	0	17	17
Naming Numerals 1-20	0	2	2
Matching Numerals to Objects 1-5	0	12	12
Recognizing Shapes			
Circle	1	18	17
Square	0	13	13
Triangle	0	14	14
Rectangle	0	13	13
Recognizing Size			
Big	5	18	13
Little	5	18	13
Knowledge of Time			
Morning	2	12	10
Noon	0	7	7
Night	0	11	11
Telling Time			
Clock 1- 9:00 or 11:45	0	6	6
Clock 2- 4:30	0	0	0
Recognizing Coin Money			
Penny	4	13	9
Nickel	1	9	8
Dime	2	8	6
Knowledge of Money			
Five pennies/one nickel	0	0	0
Dime/two nickels	0	0	0
Reading			
Recognizing Right and Left			
Right	0	10	10
Left	0	10	10
Recognizing Difference			
Words and Pictures	2	15	13
Recognizing the Same and Difference			
Same	2	16	14
Different	0	15	15
Recognizing Letters			
a	0	4	4
i	0	10	10
n	0	8	8
p	0	8	8
t	0	8	8
m	0	12	12

Task	Pre	Post	Gain
Recognizing Sounds			
s	0	13	18
m	0	11	11
t	0	10	10
n	0	8	8
p	0	7	7
d	0	2	2
Recognizing Words			
cat	0	11	11
dog	0	10	10
red	0	11	11
chair	0	11	11
door	0	12	12
boy	0	15	15
girl	0	13	13
Writing			
Writing First Name	0	15	15
Writing Numbers 1-10	0	4	4
Writing Numbers 11-20	0	3	3
Writing Letters A-Z	0	1	1
Reading Alphabet in Sequence	0	6	6
Colors			
Identify by Pointing			
red	4	16	12
blue	3	13	10
green	2	12	10
orange	2	14	12
yellow	3	15	12
white	0	14	14
black	1	14	13
brown	0	13	13
Identify by Naming			
orange	3	13	10
black	2	13	11
red	1	16	15
green	1	12	11
yellow	2	15	13
blue	0	13	13
brown	0	14	14
white	0	11	11

Total Gain 684

Average Gain Per Student 38.0

Table 8
Preschool Academic Checklist
Summary Sheet

Area: Malheur CA: 5-year-olds
School: May Roberts
Total Students Tested: 11

Task	Pre	Post	Gain
Knows His Name	8	11	3
Arithmetic			
Counting 1-10	5	10	5
Counting 11-20	4	7	3
Counting 21-30	3	7	4
Counting 31-40	3	5	2
Counting 41-50	2	5	3
Counting Objects 1-20	5	7	2
Naming Numerals 1-20	3	5	2
Matching Numerals to Objects 1-5	4	7	3
Recognizing Shapes			
Circle	9	11	2
Square	6	9	3
Triangle	6	9	3
Rectangle	6	8	2
Recognizing Size			
Big	9	11	2
Little	9	11	2
Knowledge of Time			
Morning	4	8	4
Noon	3	4	1
Night	4	7	3
Telling Time			
Clock 1- 9:00	2	6	4
Clock 2- 4:30	0	2	2
Recognizing Coin Money			
Penny	5	11	6
Nickel	4	8	4
Dime	4	8	4
Knowledge of Money			
Five pennies/one nickel	0	4	4
Dime/two nickels	0	4	4
Reading			
Recognizing Right and Left			
Right	1	7	6
Left	1	7	6
Recognizing Difference			
Words and Pictures	8	10	2
Recognizing the Same and Difference			
s	7	9	2
d	4	7	3
Recognizing Letters			
a	5	7	2
i	4	7	3
n	3	6	3
p	3	5	2
t	3	7	4
m	5	6	1
Recognizing Sounds			
s	4	6	2
m	3	5	2
t	3	5	2
n	1	4	3
p	1	5	4
d	2	4	2
Recognizing Words			
cat	3	6	3
dog	2	5	3
red	2	6	4
chair	2	4	2
door	2	4	2
boy	2	5	3
girl	2	5	3
Writing			
Writing First Name	6	4	5
Writing Numbers 1-10	1	6	5
Writing Numbers 11-20	1	5	4
Writing Letters A-Z	1	4	3
Colors			
Identify by Pointing			
red	8	11	3
blue	8	10	2
green	7	10	3
orange	8	10	3
yellow	8	11	3
white	8	10	2
black	8	10	2
brown	8	10	2
Identify by Naming			
orange	7	8	1
black	7	8	1
red	7	8	1
green	6	8	2
yellow	7	9	2
blue	7	9	2
brown	7	8	1
white	7	8	1

Total Gain 194

Average Gain Per Student 17.63

Table 9
Preschool Academic Checklist
Summary Sheet

Area: Malheur CA: 6-year-olds
School: May Roberts
Total Students Tested: 6

Task	Pre	Post	Gain
Knows His Name	4	6	2
Arithmetic			
Counting 1-10	5	5	0
Counting 11-20	2	5	3
Counting 21-30	0	1	1
Counting 31-40	0	1	1
Counting 41-50	0	1	1
Counting Objects 1-20	1	2	1
Naming Numerals 1-20	1	1	0
Matching Numerals to Objects 1-5	2	5	3
Recognizing Shapes			
Circle	6	6	0
Square	2	3	1
Triangle	3	4	1
Rectangle	1	4	3
Recognizing Size			
Big	6	6	0
Little	5	6	1
Knowledge of Time			
Morning	1	4	3
Noon	0	2	2
Night	0	4	4
Telling Time			
Clock 1- 9:00	0	3	3
Clock 2- 4:30	0	0	0
Recognizing Coin Money			
Penny	6	6	0
Nickel	4	5	1
Dime	5	5	0
Knowledge of Money			
Five pennies/one nickel	1	1	0
Dime/two nickels	1	1	0
Reading			
Recognizing Right and Left			
Right	4	4	0
Left	4	4	0
Recognizing Difference			
Words and Pictures	5/5	5/5	0/0
Recognizing the Same and Difference			
Shapes	6	6	0
Letters	2	4	2
Recognizing Letters			
a	0	2	2
i	0	3	3
n	0	2	2
p	0	2	2
t	0	2	2
m	1	3	2

Task	Pre	Post	Gain
Recognizing Sounds			
s	0	2	2
m	0	2	2
t	0	2	2
n	0	2	2
p	0	2	2
d	0	1	1
Recognizing Words			
cat	0	1	1
dog	0	1	1
red	0	1	1
chair	0	1	1
door	0	1	1
boy	0	1	1
girl	0	1	1
Writing			
Writing First Name	4	5	1
Writing Numbers 1-10	1	3	2
Writing Numbers 11-20	0	1	1
Writing Letters A-Z	0	0	0
Colors			
Identify by Pointing			
red	4	5	1
blue	4	5	1
green	4	5	1
orange	4	6	2
yellow	6	6	0
white	4	6	2
black	5	6	1
brown	3	5	2
Identify by Naming			
orange	3	5	2
black	3	5	2
red	2	5	3
green	3	4	1
yellow	4	5	1
blue	3	4	1
brown	3	5	2
white	2	4	2

Total Gain 92

Average Gain Per Student 15.3

Table 10
Preschool Academic Checklist
Summary Sheet

Area: Malheur CA: 4-year-olds
School: Nyssa Preschool
Total Students Tested: 15

Six Months or Longer

Task	Pre	Post	Gain
Knows His Name	9	15	+6
Arithmetic			
Counting 1-10	1	12	+11
Counting 11-20	0	5	+5
Counting 21-30	0	3	+3
Counting 31-40	0	1	+1
Counting 41-50	0	0	0
Counting Objects 1-10	4	13	+9
Naming Numerals 1-10	0	5	+5
Matching Numerals to Objects 1-5	0	3	+3
Recognizing Shapes			
Circle	3	12	+9
Square	0	10	+10
Triangle	2	9	+7
Rectangle	0	0	0
Recognizing Size			
Big	13	15	+2
Little	13	15	+2
Knowledge of Time			
Morning	3	3	0
Noon	0	2	+2
Night	4	12	+8
Telling Time			
Clock 1- 9:00	1	2	+1
Clock 2- 4:30	0	0	0
Recognizing Coin Money			
Penny	7	13	+6
Nickel	4	9	+5
Dime	6	10	+4
Knowledge of Money			
Five pennies/one nickel	3	4	+1
Dime/two nickels	0	4	+4
Reading			
Recognizing Right and Left			
Right	5	10	+5
Left	6	12	+6
Recognizing Difference Words and Pictures	3	12	+9
Recognizing the Same and Difference			
Shapes	1	5	+4
Letters	0	0	0
Recognizing Letters			
a	1	9	+8
i	0	8	+8
n	0	8	+8
p	0	8	+8
t	1	4	+3
m	0	9	+9

Task	Pre	Post	Gain
Recognizing Sounds			
s	0	3	+3
m	0	1	+1
t	1	1	0
n	0	0	0
p	0	0	0
d	0	0	0
Recognizing Words			
cat			
dog			
red			
chair	NOT TAUGHT		
door			
boy			
girl			
Writing			
Writing First Name	0	2	+2
Writing Numbers 1-10	0	3	+3
Writing Numbers 11-20	0	0	0
Writing Letters A-Z	0	0	0
Colors			
Identify by Pointing			
red	8	14	+6
blue	5	13	+8
green	2	14	+12
orange	7	13	+6
yellow	3	13	+10
white	1	12	+11
black	9	12	+3
brown	1	12	+11
Identify by Naming			
orange	8	13	+5
black	5	13	+8
red	2	13	+11
green	1	12	+11
yellow	4	13	+9
blue	4	10	+6
brown	0	12	+12
white	0	12	+12

Total Gain 322

Average Gain Per Student 21.46

Table 11
Preschool Academic Checklist
Summary Sheet

Area: Malheur CA: 4-year-olds
School: Nyssa Preschool
Total Students Tested: 4

Less Than Six Months

Task	Pre	Post	Gain
Knows His Name	3	4	+1
Arithmetic			
Counting 1-10	1	3	+2
Counting 11-20	0	1	+1
Counting 21-30	0	0	0
Counting 31-40	0	0	0
Counting 41-50	0	0	0
Counting Objects 1-10	1	3	+2
Naming Numerals 1-10	0	0	0
Matching Numerals to Objects 1-5	0	0	0
Recognizing Shapes			
Circle	0	1	+1
Square	1	3	+2
Triangle	0	1	+1
Rectangle	0	0	0
Recognizing Size			
Big	3	4	+1
Little	4	4	0
Knowledge of Time			
Morning	1	2	+1
Noon	0	0	0
Night	2	3	+1
Telling Time			
Clock 1- 9:00	0	0	0
Clock 2- 4:30	0	0	0
Recognizing Coin Money			
Penny	3	3	0
Nickel	2	3	+1
Dime	1	2	+1
Knowledge of Money			
Five pennies/one nickel	1	1	0
Dime/two nickels	0	0	0
Reading			
Recognizing Right and Left			
Right	2	3	+1
Left	2	3	+1
Recognizing Difference			
Words and Pictures	1	3	+2
Recognizing the Same and Difference			
Shapes	0	1	+1
Letters	0	1	+1
Recognizing Letters			
a	0	2	+2
i	1	2	+1
n	0	0	0
p	0	2	+2
t	1	1	0
m	1	1	0

Task	Pre	Post	Gain
Recognizing Sounds			
s	0	1	+1
m	0	0	0
t	0	0	0
n	0	0	0
p	0	0	0
d	0	0	0
Recognizing Words			
cat	0	0	0
dog	0	0	0
red	0	0	0
chair	0	0	0
door	0	0	0
boy	0	0	0
girl	0	0	0
Writing			
Writing First Name	0	0	0
Writing Numbers 1-10	0	0	0
Writing Numbers 11-20	0	0	0
Writing Letters A-Z	0	0	0
Colors			
Identify by Pointing			
red	3	4	+1
blue	2	3	+1
green	3	4	+1
orange	3	4	+1
yellow	3	4	+1
white	3	4	+1
black	3	4	+1
brown	3	4	+1
Identify by Naming			
orange	3	4	+1
black	3	3	0
red	3	4	+1
green	3	4	+1
yellow	4	4	+0
blue	1	4	+3
brown	2	4	+2
white	3	4	+1

Total Gain 44

Average Gain Per Student 11

Table 12
Preschool Academic Checklist
Summary Sheet

Area: Malheur CA: 5-year-olds
School: Nyssa Preschool
Total Students Tested: 17

Six Months or Longer

Task	Pre	Post	Gain
Knows His Name	17	17	0
Arithmetic			
Counting 1-10	13	16	3
Counting 11-20	2	13	11
Counting 21-30	0	10	10
Counting 31-40	0	7	7
Counting 41-50	0	6	6
Counting Objects 1-20	2	12	10
Naming Numerals 1-20	0	6	6
Matching Numerals to Objects 1-5	5	14	9
Recognizing Shapes			
Circle	11	16	5
Square	12	16	4
Triangle	6	17	11
Rectangle	2	7	5
Recognizing Size			
Big	16	18	2
Little	16	18	2
Knowledge of Time			
Morning	10	15	5
Noon	2	2	0
Night	9	14	5
Telling Time			
Clock 1- 9:00	1	2	1
Clock 2- 4:30	0	0	0
Recognizing Coin Money			
Penny	17	18	1
Nickel	12	17	5
Dime	15	14	1
Knowledge of Money			
Five pennies/one nickel	5	6	1
Dime/two nickels	1	5	4
Reading			
Recognizing Right and Left			
Right	9	16	7
Left	8	16	8
Recognizing Difference Words and Pictures	8	17	9
Recognizing the Same and Difference			
Shapes	3	11	8
Letters	3	8	5
Recognizing Letters			
a	4	17	13
i	3	14	11
n	1	9	8
p	6	13	7
t	6	10	4
m	8	15	7

Task	Pre	Post	Gain
Recognizing Sounds			
s	2	8	6
m	0	4	4
t	0	3	3
n	0	1	1
p	1	3	2
d	0	3	3
Recognizing Words			
cat	4	5	1
dog	3	5	2
red	0	1	1
chair	1	1	0
door	1	1	0
boy	1	1	0
girl	1	1	0
Writing			
Writing First Name	5	15	10
Writing Numbers 1-10	1	3	2
Writing Numbers 11-20	0	2	2
Writing Letters A-Z	0	3	3
Colors			
Identify by Pointing			
red	15	17	2
blue	12	17	5
green	12	17	5
orange	17	18	1
yellow	15	18	3
white	14	17	3
black	15	18	3
brown	12	18	6
Identify by Naming			
orange	16	18	2
black	14	17	3
red	12	17	5
green	13	16	3
yellow	15	16	1
blue	15	16	1
brown	12	18	6
white	13	17	4

Total Gain 294

Average Gain Per Student 17.29

Table 13
Preschool Academic Checklist
Summary Sheet

Area: Malheur CA: 5-year-olds

School: Nyssa Preschool

Total Students Tested: 8

Six Months or Less

Task	Pre	Post	Gain
Knows His Name	7	7	0
Arithmetic			
Counting 1-10	4	8	4
Counting 11-20	1	1	0
Counting 21-30	0	1	1
Counting 31-40	0	1	1
Counting 41-50	0	1	1
Counting Objects 1-20	1	1	0
Naming Numerals 1-20	0	1	1
Matching Numerals to Objects 1-5	1	4	3
Recognizing Shapes			
Circle	5	6	1
Square	2	6	4
Triangle	3	5	3
Rectangle	2	3	1
Recognizing Size			
Big	8	8	0
Little	8	8	0
Knowledge of Time			
Morning	1	2	1
Noon	1	2	1
Night	3	4	1
Telling Time			
Clock 1- 9:00	0	0	0
Clock 2- 4:30	0	0	0
Recognizing Coin Money			
Penny	7	7	0
Nickel	6	7	1
Dime	6	6	0
Knowledge of Money			
Five pennies/one nickel	1	0	1
Dime/two nickels	0	1	1
Reading			
Recognizing Right and Left			
Right	5	6	1
Left	5	6	1
Recognizing Difference Words and Pictures	8	8	0
Recognizing the Same and Difference			
Shapes	3	5	2
Letters	3	5	2
Recognizing Letters			
a	1	5	4
i	0	5	5
n	0	0	0
p	1	5	4
t	1	1	0
m	1	4	3
Recognizing Sounds			
s	3	5	2
m	1	2	1
t	1	1	0
n	0	0	0
p	1	1	0
d	0	0	0
Recognizing Words			
cat	1	0	-1
dog	1	0	-1
red	1	0	-1
chair	1	0	-1
door	1	0	-1
boy	0	0	0
girl	0	0	0
Writing			
Writing First Name	4	4	0
Writing Numbers 1-10	0	1	1
Writing Numbers 11-20	0	0	0
Writing Letters A-Z	0	0	0
Colors			
Identify by Pointing			
red	6	7	1
blue	6	8	2
green	6	8	0
orange	6	8	2
yellow	6	8	2
white	6	7	1
black	6	8	2
brown	6	7	1
Identify by Naming			
orange	6	8	2
black	7	8	1
red	7	8	1
green	7	7	0
yellow	6	7	1
blue	5	7	2
brown	6	7	1
white	5	7	2

Total Gain 68

Average Gain Per Student 8.5

Table 14
Preschool Academic Checklist
Summary Sheet

Area: Malheur
School: Adrian
Total Students Tested: 17

CA: 5-year-olds

Task	Pre	Post	Gain
Knows His Name	10	16	6
Arithmetic			
Counting 1-10	10	16	6
Counting 11-20	1	13	12
Counting 21-30	0	9	9
Counting 31-40	0	7	7
Counting 41-50	0	6	6
Counting Objects 1-20	2	13	11
Naming Numerals 1-20	1	9	8
Matching Numerals to Objects 1-5	3	14	11
Recognizing Shapes			
Circle	14	17	3
Square	12	16	4
Triangle	11	16	5
Rectangle	3	16	13
Recognizing Size			
Big	17	17	0
Little	17	17	0
Knowledge of Time			
Morning	5	12	7
Noon	1	5	4
Night	13	12	-1
Telling Time			
Clock 1- 9:00 or 11:45	0	5	5
Clock 2- 4:30	0	0	0
Recognizing Coin Money			
Penny	14	14	0
Nickel	7	13	6
Dime	10	12	2
Knowledge of Money			
Five pennies/one nickel	5	8	3
Dime/two nickels	1	4	3
Reading			
Recognizing Right and Left			
Right	12	15	3
Left	12	14	2
Recognizing Difference Words and Pictures	10	17	7
Recognizing the Same and Difference			
Shapes	9	15	6
Letters	6	13	7
Recognizing Letters			
a	5	12	7
i	2	12	10
n	1	9	8
p	3	14	11
t	3	11	8
m	4	14	10

Task	Pre	Post	Gain
Recognizing Sounds			
s	6	15	9
m	3	12	9
t	3	13	10
n	1	9	8
p	3	13	10
d	1	12	11
Recognizing Words			
cat	3	8	5
dog	1	6	5
red	1	11	10
chair	0	0	0
door	0	0	0
boy	0	0	0
girl	0	2	2
Writing			
Writing First Name	5	16	9
Writing Numbers 1-10	1	14	13
Writing Numbers 11-20	1	7	6
Writing Letters A-Z	0	8	8
Colors			
Identify by Pointing			
red	17	17	0
blue	13	17	4
green	15	17	2
orange	14	17	3
yellow	10	17	7
white	16	16	0
black	12	17	5
brown	12	15	3
Identify by Naming			
orange	14	16	2
black	14	17	3
red	13	13	0
green	14	15	1
yellow	12	16	4
blue	12	17	5
brown	12	14	2
white	12	16	4

Total Gain 373

Average Gain Per Student 21.94

Table 15
Basic Concept Inventory Scores
Five-year-olds - Bilingual
Six Months Present
May Roberts Elementary

Subject	Pre	Post	Difference
1	38	15	13
2	63	17	46
3	109	39	70
4	69	23	46
5	41	16	25
6	109	34	75
7	44	11	33
8	109	28	81
9	28	9	19
		Average Gain Per Pupil	45.33
		Range of Gain Scores	13-81

Table 16
Preschool Academic Checklist
Summary Sheet

Area: Malheur CA: Bilingual 5-year-olds
School: May Roberts
Total Students Tested: 8 (In English)

Task	Pre	Post	Gain
Knows His Name	8	8	0
Arithmetic			
Counting 1-10	6	8	2
Counting 11-20	5	8	3
Counting 21-30	1	2	1
Counting 31-40	1	1	0
Counting 41-50	0	1	1
Counting Objects 1-20	3	8	5
Naming Numerals 1-20	1	5	4
Matching Numerals to Objects 1-5	5	8	3
Recognizing Shapes			
Circle	5	8	3
Square	5	6	1
Triangle	6	7	1
Rectangle	3	7	4
Recognizing Size			
Big	7	8	1
Little	6	8	2
Knowledge of Time			
Morning	1	8	7
Noon	0	5	6
Night	1	8	7
Telling Time			
Clock 1- 9:00	3	7	4
Clock 2- 4:30	0	2	2
Recognizing Coin Money			
Penny	4	7	3
Nickel	6	7	1
Dime	2	7	5
Knowledge of Money			
Five pennies/one nickel	0	4	4
Dime/two nickels	0	2	2
Reading			
Recognizing Right and Left			
Right	1	2	1
Left	1	2	1
Recognizing Difference			
Words and Pictures	6	8	2
Recognizing the Same and Difference			
Shapes	7	8	1
Letters	7	8	1
Recognizing Letters			
a	2	6	4
i	1	6	5
n	2	5	3
p	2	4	2
t	2	5	3
m	3	5	2

Task	Pre	Post	Gain
Recognizing Sounds			
s	4	5	1
m	3	5	2
t	2	4	2
n	2	4	2
p	1	5	4
d	1	4	3
Recognizing Words			
cat	4	4	0
dog	4	4	0
red	2	4	2
chair	1	1	0
door	2	4	2
boy	2	4	2
girl	2	4	2
Writing			
Writing First Name	4	8	4
Writing Numbers 1-10	0	5	5
Writing Numbers 11-20	0	4	4
Writing Letters A-Z	0	5	5
Colors			
Identify by Pointing			
red	5	8	3
blue	5	8	3
green	3	8	5
orange	5	8	3
yellow	5	8	3
white	5	8	3
black	5	8	3
brown	5	8	3
Identify by Naming			
orange	5	8	3
black	5	8	3
red	5	8	3
green	3	8	5
yellow	5	8	3
blue	5	8	3
brown	5	8	3
white	5	8	3

Total Gain 189

Average Gain Per Student 23.62

Table 17
Preschool Academic Checklist
Summary Sheet

Area: Malheur CA: Bilingual 5-year-old
School: May Roberts
Total Students Tested: 12 (Native Speaker)

Task	Pre	Post	Gain
Knows His Name	12	12	0
Arithmetic			
Counting 1-10	7	9	2
Counting 11-20	0	5	5
Counting 21-30	0	2	2
Counting 31-40	0	0	0
Counting 41-50	0	0	0
Counting Objects 1-20	1	6	5
Naming Numerals 1-20	0	3	3
Matching Numerals to Objects 1-5	4	11	7
Recognizing Shapes			
Circle	6	12	6
Square	4	10	6
Triangle	5	10	5
Rectangle	3	9	6
Recognizing Size			
Big	12	12	0
Little	12	12	0
Knowledge of Time			
Morning			
Noon	NOT TESTED		
Night			
Telling Time			
Clock 1- 9:00 or 11:45			
Clock 2- 4:30	NOT TESTED		
Recognizing Coin Money			
Penny			
Nickel	NOT TESTED		
Dime			
Knowledge of Money			
Five pennies/one nickel			
Dime/two nickels	NOT TESTED		
Reading			
Recognizing Right and Left			
Right	4	7	3
Left	4	7	3
Recognizing Difference Words and Pictures	6	11	5
Recognizing the Same/and Difference	9	11	3
Shapes	5	11	6
Letters			
Recognizing Letters			
a			
i			
n			
p	NOT TESTED		
t			
m			

Task	Pre	Post	Gain
Recognizing Sounds			
s			
m			
t			
n	NOT TESTED		
p			
d			
Recognizing Words			
cat			
dog			
red			
chair	NOT TESTED		
door			
boy			
girl			
Writing	7	11	4
Writing First Name/Last	3	9	6
Writing Numbers 1-10	2	6	4
Writing Numbers 11-20	1	6	5
Colors			
Identify by Pointing			
red	8	11	3
blue	1	11	10
green	5	11	6
orange	2	12	10
yellow	3	11	8
white	4	11	7
black	6	12	6
brown	5	11	6
Identify by Naming			
orange	9	11	2
black	2	11	9
red	5	10	5
green	3	12	9
yellow	3	11	8
blue	5	11	6
brown	7	12	5
white	5	10	5

Total Gain 191

Average Gain Per Student 15.91

Table 18
Malheur Receptive-Expressive Vocabulary Test
Grade 3
Nyssa

	Receptive			Expressive		
Subject	Pre	Post	Difference	Pre	Post	Difference
1	50	--	--	43	42	1
2	48	--	--	39	44	5
3	50	--	--	43	44	1
4	50	--	--	45	47	2
5	50	--	--	44	46	2
6	48	--	--	29	35	6
7	50	--	--	43	45	2
8	50	--	--	34	35	1
9	50	--	--	42	44	2
10	50	--	--	32	42	10
11	50	--	--	42	48	6
12	49	--	--	37	42	5
13	48	--	--	38	41	3
14	49	--	--	45	47	2
15	49	--	--	45	46	1
16	50	--	--	44	45	1
17	50	--	--	40	44	4
18	49	--	--	32	37	5
19	50	--	--	44	45	1
20	50	--	--	41	45	4
21	50	--	--	39	44	5
22	50	--	--	43	46	3
23	50	--	--	41	45	4
24	50	--	--	44	42	-2
25	50	--	--	42	45	3

$\bar{x}$= 3.8
Range = -2-10

Note: No post-tests for scores 45 or over

Table 19
Dolch Sight Word List
Grade 3
Nyssa

Subject	Pre	Post	Difference
1	190	216	26
2	13	79	66
3	121	212	91
4	167	215	48
5	111	211	100
6	42	190	148
7	144	212	68
8	62	122	60
9	121	218	97
10	0	11	11
11	0	43	43
12	53	50	-3
13	62	173	111
14	137	197	60
15	179	202	23
16	65	175	110
17	139	200	61
18	4	35	31
19	52	103	56
20	15	117	102
21	37	76	39
22	149	217	68
23	108	211	103
24	88	192	104

$\bar{x}$ = 67.6
Range = -3-148

Table 20
Northwestern Syntax Screening Test
Grades 1-2
May Roberts Elementary

	Receptive			Expressive		
Subject	Pre	Post	Difference	Pre	Post	Difference
			Grade 1			
1	27	33	6	17	28	11
2	23	32	9	23	32	9
3	26	33	7	12	27	15
4	23	35	12	24	37	13
5	31	37	6	25	35	10
6	36	35	-1	30	35	5
7	26	33	7	25	35	10
8	22	22	0	3	18	15
9	33	37	4	11	32	21
		$\bar{x}$ =	5.55		$\bar{x}$ =	12.1
		Range =	0-12		Range =	5-21
			Grade 2			
1	29	36	7	30	35	5
2	35	38	3	33	38	5
3	33	33	0	31	35	4
4	31	35	4	25	35	10
5	29	36	7	30	38	8
		$\bar{x}$ =	4.2		$\bar{x}$ =	6.4
		Range =	0-7		Range =	5-10

Table 21

Dolch Word List
May Roberts Elementary
Grades 2-4

Grade 2

Subject	Pre	Post	Difference
1	35	110	75
2	10	54	44
3	24	154	130
4	17	77	60
5	25	138	113
6	33	99	66
7	28	101	73
		$\bar{x}$ Gain=	80.14
Grade 3			
1	138	189	51
2	195	215	20
3	205	213	8
4	61	163	102
5	186	206	20
		$\bar{x}$ Gain=	40.2
Grade 4			
1	59	197	138
2	51	130	79
		$\bar{x}$ Gain=	108.5

Table 22
Individual Reading Inventory
(Grade Equivalent Scores)
Grades 4-6
May Roberts Elementary

Grade 4:

Subject	Pre	Post	Difference
1	2	2	0
2	2	3	1
3	2	3	1
4	3	5	2
5	3	5	2
6	2	3	1
7	4	5	1
8	3	3	0
9	4	5	1
10	PP	2	4
11	4	5	1
12	3	4	1

$\bar{x}$ Gain = 1.25

Grade 5:

1	PP	1	3
2	PP	PP	0
3	3	5	2
4	4	6	2
5	2	3	1
6	5	6	1
7	2	5	3
8	2	4	2

$\bar{x}$ Gain = 1.75

Grade 6:

1	3	6	3
2	4	6	2
3	3	3	0
4	4	7	3
5	5	7	2
6	4	7	3
7	2	5	3

$\bar{x}$ Gain = 2.29

Table 22 (Continued)
Individual Reading Inventory
(Grade Equivalent Scores)
Grades 4-6
Lindberg Elementary

Grade 4:

Subject	Pre	Post	Difference
1	PP	P	2
2	3	4	1
3	P	2	3
4	1	3	2
5	6	8	2
6	1	3	2
7	6	7	1
8	5	7	2
9	1	2	1
10	2	3	1
11	PP	P	2
12	1	4	3
13	1	3	2
14	P	1	1
15	2	4	2
16	2	4	2
17	PP	1	3
		$\bar{x}$ Gain =	1.88

Grade 5:

Subject	Pre	Post	Difference
1	2	3	1
2	4	4	0
3	2	5	3
4	2	4	2
5	5	7	2
6	5	6	1
7	1	2	1
8	2	5	3
9	5	6	1
10	2	3	1
11	2	3	1
		$\bar{x}$ Gain =	1.45

Table 22 (Continued)
Individual Reading Inventory
(Grade Equivalent Scores)
Grades 4-6
Lindberg Elementary

Grade 6:

Subject	Pre	Post	Difference
1	5	7	2
2	3	5	2
3	4	6	2
4	5	6	1
5	5	6	1
6	3	4	1
7	5	6	1
8	6	7	1
9	4	4	0
10	2	5	3
11	5	6	1
12	PP	4	6
13	2	4	2
14	3	3	0
			$\bar{x}$ Gain = 1.64

Table 23
Malheur Vocabulary Test
Grades 2-3
May Roberts Elementary

Grade 2:

Subject	Pre	Post	Difference
1	37	41	4
2	34	45	11
3	38	44	6
			$\bar{x}$ Gain = 7

Grade 3:

Subject	Pre	Post	Difference
1	40	42	2
2	28	50	22
			$\bar{x}$ Gain = 12

Table 24
Malheur Receptive-Expressive Vocabulary Test
Grade 1
Vale

	Receptive			Expressive		
Subject	Pre	Post	Difference	Pre	Post	Difference
1	42	48	6	21	45	24
2	48	50	2	44	50	6
3	45	50	5	38	50	12
4	47	48	1	36	45	9
5	45	48	3	36	45	9
6	48	50	2	43	50	7
7	45	50	5	36	50	14

Receptive: $\bar{x}$ = 3.42, Range = 1-6

Expressive: $\bar{x}$ = 11.57, Range = 6-24

Table 25
Northwestern Syntax Screening Test
Grade 2
Lindberg

	Receptive			Expressive		
Subject	Pre	Post	Difference	Pre	Post	Difference
1	39	39	0	33	40	7
2	37	38	1	32	39	7
3	34	37	3	35	38	3
4	32	37	5	23	39	16
5	37	37	0	32	38	6
6	34	40	6	35	39	4
7	34	36	2	35	36	1
8	33	38	5	28	37	9
9	36	38	2	35	40	5

Receptive: $\bar{x}$ = 9, Range = 0-6

Expressive: $\bar{x}$ = 6.4, Range = 1-16

Table 26
Northwestern Syntax Screening Test
Grade Level: K-4
Nyssa

Subject	Receptive Pre	Receptive Post	Receptive Difference	Expressive Pre	Expressive Post	Expressive Difference
1	2	20	18	0	11	11
2	3	19	16	0	14	14
3	13	24	11	4	32	28
4	11	34	23	9	26	17
5	7	24	17	1	21	20
6	19	33	14	11	29	18
7	15	30	15	9	30	21
8	1	14	13	0	15	15
9	9	23	14	0	25	25
10	19	36	17	13	31	18
11	21	22	1	12	25	13
12	10	24	14	0	19	19
13	16	15	-1	3	25	22
14	19	19	0	9	25	16
15	21	25	4	21	27	6
16	14	21	7	15	19	4
17	5	15	10	0	11	11
18	2	8	6	0	13	13
19	16	15	-1	0	7	7
		$\bar{x}$ =	10.42		$\bar{x}$ =	15.68
		Range =	-1-23		Range =	6-28

Table 27
Basic Concept Inventory Scores
Grade Level: K-5
Nyssa

Children Served Over Six Months

Subject	Pre	Post	Difference
1	88	52	36
2	54	17	37
3	78	36	42
4	32	23	9
5	66	38	28
6	37	13	24
7	86	55	31
8	101	43	58
9	73	40	33
10	27	22	5
11	76	35	41
12	46	15	31
13	45	38	7
14	77	40	37
15	43	35	8
16	39	18	21
17	58	26	32
18	56	37	19
	Average Score Gain Per Pupil		27.72
	Range of Gain Scores		5-58

Table 28
Informal Reading Inventory Scores
Grades 4-12
Nyssa

Grade 4:

Subject	Pre	Post	Difference
1	1	3	2.0
2	4	5	1.0
3	P	2	1.5
4	3	4	1.0
5	P	1	.5
6	3	4	1.0
7	PP^3	2	1.75
8	3	5	2.0
9	PP^3	2	1.75
10	3.5	4.5	1.0
11	P	2	1.5
12	PP^3	2.5	2.0
13	2	4	2.0
14	6	7	1.0
15	P	3.5	3.0
16	4	5	1.0
17	2	2.5	.5
18	3	3.5	.5
19	5	5.5	.5
20	3	3.5	.5
21	2	3	1.0
22	P	2	1.5
23	P	2	1.5
24	4	4.5	.5
25	2	3	1.0

$\bar{x}$ = 1.26
Range = .5-3.0

Table 28 (Continued)
Informal Reading inventory Scores
Grades 4-12
Nyssa

Grade 5.

Subject	Pre	Post	Difference
1	2	4	2.0
2	3	3	1.0
3	P	1	.5
4	5	6.5	1.5
5	2	3	1.0
6	5	6	1.0
7	3	4	1.0
8	2	3.5	1.5
9	1	2	1.0
10	5	6.5	1.5
11	5	6.5	1.5
12	1	2.5	1.5
13	4	5.5	1.5
14	6	7.0	1.0
15	5	6.5	1.5
16	3	4	1.0
17	3	5	2.0
18	4	5	1.0
19	3	4.5	1.5
20	3	4	1.0
21	4	5	1.0
22	3	4.5	1.5
23	3	3.5	.5
24	3	4	1.0
25	2	3	1.0
26	4	5	1.0
27	5	5.5	.5
28	4	5	1.0
29	3	4.5	1.5

$\bar{x}$ = 1.18

Range = .5-2.0

Table 28 (Continued)
Informal Reading Inventory Scores
Grades 4-12
Nyssa

Grade 6:

Subject	Pre	Post	Difference
1	6	7	1.0
2	6	6.5	.5
3	5	6	1.0
4	3	5.5	2.5
5	5	6	1.0
6	4	5	1.0
7	5	6	1.0
8	3	3.5	.5
9	1	3	2.0
10	5	6	1.0
11	1	4	3.0
12	3	4	1.0
13	4	4.5	.5
14	4	5	1.0
15	6	7.5	1.5
16	5	6.5	1.5
17	5	6	1.0
18	4	3.5	.5
19	6	7.5	1.5
20	3	5	2.0
21	4.5	6	1.5
22	2	3	1.0
23	5	7	2.0
24	6	8	2.0
25	2.5	3	.5
		$\bar{x}$ =	1.28
		Range =	.5-3.0

Table 28 (Continued)
Informal Reading Inventory Scores
Grades 4-12
Nyssa

Grade 7:

Subject	Pre	Post	Difference
1	6	7	1.0
2	2	2	0.0
3	2	5	3.0
4	4	4	0.0
5	7	7	0.0
6	3	3	0.0
7	5	7	2.0
8	4	2	-2.0
9	3	7	4.0
10	2	4	2.0
11	3	4	1.0
12	3	3	0.0
13	4	3	-1.0
14	3	4	1.0
15	3	5	2.0
16	7	7	0.0

$\bar{x}$ = 0.875

Range = 0-4.0

Grade 8:

Subject	Pre	Post	Difference
1	4	7	3.0
2	6	7	1.0
3	3	4	1.0
4	5	8	3.0
5	4	7	3.0
6	7	7	0.0
7	2	4	2.0
8	7	6	-1.0
9	4	2	-2.0
10	4	7	3.0
11	6	8	2.0
12	5	7	2.0

$\bar{x}$ = 1.41

Range = 0-3.0

Table 28 (Continued)
Informal Reading Inventory Scores
Grades 4-12
Nyssa

Grade 9:

Subject	Pre	Post	Difference
1	7	7	0.0
2	8	7	-1.0
3	6	8	2.0
4	8	8	0.0
5	3	5	2.0
6	5	7	2.0
7	3	4	1.0
8	8	5	-3.0
9	3	7	4.0
10	2	7	5.0
		$\bar{x}$ =	1.2
		Range =	0-5.0

Grade 10:

1	4	7	3.0
2	5	6	1.0
3	5	8	3.0
4	5	6	1.0
		$\bar{x}$ =	2.0
		Range =	1.0-3.0

Grade 11:

1	5	7	2.0
2	6	5	-1.0
		$\bar{x}$ =	1.0
		Range =	-1.0-2.0

Grade 12:

1	8	7	-1.0
2	6	8	2.0
3	8	7	-1.0
		$\bar{x}$	1.0
		Range =	-1.0-2.0

Table 29
Malheur Receptive-Expressive Vocabulary Test
Five-Year-Old Children
Nyssa

	Receptive			Expressive		
Subject	Pre	Post	Difference	Pre	Post	Difference
1	48	50	2	35	40	5
2	50	50	0	43	45	2
3	49	50	1	39	44	5
4	50	50	0	36	41	5
5	50	50	0	30	40	10
6	50	50	0	41	49	8
7	50	50	0	39	42	3
8	48	48	0	34	41	7
9	50	50	0	40	45	5
10	50	50	0	45	45	0
11	50	50	0	40	45	5
12	48	49	1	27	38	11
13	50	50	0	37	40	3
14	50	50	0	43	47	4
15	50	50	0	41	44	3
16	50	50	0	45	47	2
17	50	50	0	37	42	5
18	49	50	1	40	45	5
19	50	50	0	43	45	2
20	50	50	0	42	44	2
21	50	50	0	41	43	2
22	50	50	0	32	40	8
23	50	50	0	33	45	12
24	43	50	4	14	44	15
25	45	46	1	17	31	14
26	48	50	2	16	38	22
27	44	50	6	19	39	20
28	46	50	4	22	39	17
29	48	50	2	36	48	12
30	45	50	5	24	39	15

	Receptive		Expressive
$\bar{x}$ =	0.96	$\bar{x}$ =	7.63
Range =	0-6	Range	0-22

Table 30
Dolch Sight Word List
Grade 2
Nyssa

Subject	Pre	Post	Difference
1	1	26	25
2	220	220	0
3	203	219	16
4	62	168	106
5	10	93	83
6	190	196	6
7	33	84	151
8	139	218	78
9	9	143	134
10	202	219	17
11	87	203	116
12	218	220	2
13	4	199	195
14	27	87	50
15	183	220	137
16	214	226	6
17	34	111	77
18	7	127	120
19	133	220	187
20	63	194	131
21	181	220	139
22	22	148	126
23	51	126	75

$\bar{x}$ = 85.95

Range = 0-195

Table 31
Classroom Reading Inventory
(Grade Level Scores)
Grades 10-12
Ontario High School

Grade 10:	Reading			Spelling		
Subject	Pre	Post	Difference	Pre	Post	Difference
1	3.0	0.0	0.0	4.0	0.0	0.0
2	3.0	6.0	+3.0	4.0	6.0	+2.0
3	4.0	5.0	+1.0	5.0	6.0	+1.0
4	4.0	5.0	+1.0	4.0	5.5	+1.5
5	3.0	4.0	+1.0	3.0	4.0	+1.0
6	4.0	5.0	+1.0	5.0	6.0	+1.0
7	2.0	0.0	0.0	4.0	5.0	+1.0
8	P	3.0	+4.0	1.0	4.0	+3.0
9	4.0	0.0	0.0	4.0	0.0	0.0
10	4.0	0.0	0.0	4.0	0.0	0.0
11	3.0	0.0	0.0	3.0	0.0	0.0
12	0.0	6.0	0.0	5.0	6.5	+1.5
13	0.0	6.0	0.0	0.0	7.0	0.0
14	7.0	0.0	0.0	7.0	0.0	0.0
15	4.0	0.0	0.0	4.0	0.0	0.0
		$\bar{x}$ =	.73		$\bar{x}$ =	0.8

Grade 11:						
1	6.0	7.0	+1.0	5.0	6.0	+1.0
2	7.0	7.0	+1.0	5.5	8.5	+3.0
3	4.0	0.0	0.0	4.0	0.0	0.0
4	2.0	0.0	0.0	4.0	0.0	0.0
5	3.0	5.0	+2.0	5.0	7.0	+2.0
6	4.0	0.0	0.0	5.0	0.0	0.0
7	3.0	0.0	0.0	4.0	5.0	+1.0
8	4.0	0.0	0.0	5.0	0.0	0.0
9	P-	1.5	+1.5	P-	1.0	+1.0
10	2.0	4.0	+2.0	2.0	4.0	+2.0
		$\bar{x}$ =	0.75		$\bar{x}$	1.0

Grade 12:						
1	7.0	8.0	+1.0	6.0	8.0	+2.0
2	5.0	8.0	+3.0	7.0	9.5	+2.5
3	3.0	4.0	+1.0	4.0	5.0	+1.0
4	0.0	8.0	0.0	0.0	8.0	0.0
		$\bar{x}$ =	1.25		$\bar{x}$ =	1.4

Table 32
Spelling Survey
Grade 7
Ontario Junior High School

Subject	Pre	Post	Difference
1	5	6	1
2	3	4	1
3	-1	-1	0
4	5	6	1
5	1	2	1
6	4	4	0
7	-1	1	0
8	-1	-1	0
9	2	3	1
10	2	3	1
11	3	5	2
12	1	3	2
13	5	6	1
14	-1	1	0
		$\bar{x}$ =	.79

Table 33
Siveroli Reading Test
Grade 7
Ontario Junior High School

Subject	Pre	Post	Difference
1	5	6	1
2	1	2	1
3	6	7	1
4	3	4	1
5	1	2	1
6	3	4	1
7	3	4	1
8	2	3	1
9	1	2	1
10	5	6	1
		$\bar{x}$ =	1.0

Table 34
Basic Sight Word Test
Grade 7
Ontario Junior High School

Subject	Pre	Post	Difference
1	220	220	0
2	185	205	20
3	5	21	16
4	220	220	0
5	170	215	45
6	220	220	0
7	195	205	10
8	9	19	10
10	214	220	6
11	215	220	5
12	220	220	0
13	209	218	9
14	220	220	0
15	194	200	6

* Possible Points 220

$\bar{x}$ = 8.46

Table 35
Spelling Survey
Grade 8
Ontario Junior High School

Subject	Pre	Post	Difference
1	3	5	2
2	5	5	0
3	1	2	1
4	1	2	1
5	3	5	2
6	5	6	1
7	2	3	1
8	5	6	1
9	7	7	0
10	3	4	1

$\bar{x}$ = 1.0

Table 36
Siveroli Reading Test
Grade 8
Ontario Junior High School

Subject	Pre	Post	Difference
1	2	4	2
2	1	1	0
3	4	5	1
4	2	3	1
5	4	6	2
6	5	6	1
7	2	4	2
8	5	7	2
9	7	8	1
10	4	4	0
			$\bar{x}$ = 1.2

Table 37
Basic Sight Word Test
Grade 8
Ontario Junior High School

Subject	Pre	Post	Difference
1	215	220	5
2	25	25	0
3	218	220	2
4	205	215	10
5	202	215	13
6	220	220	0
7	220	220	0
8	220	220	0
9	220	220	0
10	220	220	0
11	218	220	2

* Possible Points 220 $\bar{x}$ = 2.90

Table 39
Siveroli Reading Test
Grade 9
Ontario Junior High School

Subject	Pre	Post	Difference
1	6	7	1
2	3	5	2
3	6	8	2
4	6	7	1
5	5	8	3
6	6	7	1
7	4	5	1
8	6	8	2
9	2	5	3
10	4	6	2
		$\bar{x}$	1.8

Table 38
Spelling Survey
Grade 9
Ontario Junior High School

Subject	Pre	Post	Difference
1	5	4	-1
2	3	4	1
3	5	5	0
4	5	5	0
5	5	6	1
6	6	6	0
7	3	4	1
8	7	6	-1
9	3	4	1
10	1	2	1
		$\bar{x}$ =	0.4

Table 40
Basic Sight Word Test
Grade 9
Ontario Junior High School

Subject	Pre	Post	Difference
1	220	220	0
2	220	220	0
3	220	220	0
4	220	220	0
5	220	220	0
6	220	220	0
7	220	220	0
8	220	220	0
9	205	217	12
10	217	220	3

* Possible Points 220 $\overline{x}$ = 1.5

Sample

CLASSROOM PROGRAMS

Schools: May Roberts Elementary

Level: Preschool

Grade: 4-, 5-, 6-year-olds

Objective	Activity	Materials	Evaluation
To develop reading readiness skills.	Individualized instruction Classroom activity Small group Games Songs Field trips Choral response	Hap Palmer Rhythm activities Peabody Kit Films - IED Records and filmstrips Flannel board Cuisenaire rods Wooden puzzles Continental Press Visual discrimination Charts and transparencies Alphabet Bingo Color Bingo First Talking Alphabet Tactile letters TV - Sesame Street Electric Company Villa Alegre	Preschool Academic Checklist
To develop simple math and color concepts.	Individualized instruction Classroom activity Songs Choral response Games Finger plays	Hap Palmer Rhythm activities Flannel Board Cuisenaire rods Sullivan math Readiness Spanish No. Shapes and colors Early child development Bingo Math kit Toys	Preschool Academic Checklist

Schools: May Roberts Elementary (continued) Level: Preschool Grade: 4-, 5-, 6-year-olds

Objectives	Activity	Materials	Evaluation
To introduce a beginning English to non-English speaking students. To improve Receptive and Expressive English Vocabulary.	Individualize instruction according to needs Finger plays Flannel board Stories Choric Response Music and Rhythms Small group activities	Oral Language Outline Distar Peabody Language Development Kits Introducing English Bowmar-Beginning Fluency in English Villa Alegre Mistol Charts	Basic Concepts Inventory
To provide cultural information.	Large group activities Field trips Games Individual and small group instruction Games Language Christmas open house Arts and crafts Cooking activities Songs Choric Response Holiday awareness Finger plays Story time International dinner	Hap Palmer records Experience charts Spanish records and books Films Villa Alegre Sesame Street Pinatas Filmstrips Charts - pictures Loteria	

Sample

CLASSROOM PROGRAMS

Schools: May Roberts Bilingual   Level: Preschool   Grade: 5-year-olds

Objective	Activity	Materials	Evaluation
To provide an instructional program in which children will learn, improve, and strengthen their native language.	Individualized, small, large, group instruction Finger plays Flannel board stories Choric response Music and rhythms Field trips Games	Films - IED Records and filmstrips Flannel board Visual Discrimination Charts and transparencies Alphabet Bingo Shape and color Bingo TV - Villa Alegre Distar	Preschool Academic Checklist in both English and Spanish
To provide oral language development of Spanish and English as a second language at the receptive, expressive level, and an awareness of familiar and formal verb usage.	Reading stories Nursery Rhymes Language experience Stories Drama	Introducing English Experience charts Spanish and English storybooks Oral language outline Sesame Street puppets Teacher-made materials Manipulative classroom objects DUSO Language Kit Language Langua Series	Teacher Diagnostic Test
To provide cultural awareness.	Individualized, small, large group instruction Christmas open house Arts and crafts Cooking activities Holiday awareness Language Teacher-made Materials DUSO Language Kit Music (songs, records, and singing games) Physical environment (commonalities of home and classroom)	Cantando Cantamos Folk dances Regional dances of Mexico Spanish and English Records, tapes, songs, games, and books Films and filmstrips Five families (a cultural awareness sound film-strip program for early childhood) Pinatas Scholastic 1 Kindle "Who Am I?"	

Sample

CLASSROOM PROGRAMS

School: Adrian Elementary Level: Preschool Grade: 5-year-olds

Objective	Activity	Materials	Evaluation
To develop reading readiness skills 1. Alphabet 2. Name recognition 3. Colors 4. Letter sounds 5. Writing skills	Class activities Small groups Individualized instruction Games Finger plays and poems Story time Recitation Writing Songs Acting out stories Making letter, sounds, and color books	Puzzles Filmstrips Likeness and difference worksheets Peabody activities Sesame Street Alphabet Bingo Alphabet Concentration Charts Flashcards Storybooks Lippincott Book A Flannelboard Tactile letters Singing and reciting alphabet Writing letters with clay chalk, and pencils Guessing games Developmental learning materials - alphabet motor activities Tapes Sequence cards Bulletin boards Dictation of letters and sounds Films	Preschool Academic Checklist
To develop beginning math skills A. Numerals B. Shapes C. Money D. Time	Counting Drills on number recognition and shapes Making number books Group activities Individualized instruction	Calendar and lunch count "Fishing" Film Houghton Mifflin Modern School Math Flashcards	Preschool Academic Checklist

School: Adrian Elementary (continued) Level: Preschool Grade: 5-year-olds

Objective	Activity	Materials	Evaluation
	Games Songs Writing numerals with clay and pencils and chalk	Counting bottlecaps Board games Parquetry Clay numbers Arranging cards in sequence Coins: pennies, nickels, dimes Clocks	
To begin learning responsibility for oneself.	Hanging up coats Care of own pencils, crayons, "desks"	Films on behavior in school and lunchroom "Mailboxes" Hangers	They are able to take care of own belongings to school.
To use oral language by expression of self and using routine activities.	Class activities Opening exercises: flag pledge, calendar, weather report Sharing Finger plays Group discussion Arts and crafts	Flag Manipulative bulletin boards for calendar and weather reports Child's own calendar Peabody activities Arts and crafts materials	The child is able to function with the group and is able to express himself verbally and through art.
To provide cultural information.	Cooking Reading stories Group activities Songs Holiday awareness	Films Pinata Story books Sesame Street Holiday parties and activities	
To introduce children to animals and plants.	Field trips Growing plants Hatching a chick Observing animals	Seeds, milk cartons, and soil Incubator, eggs Films Aquarium and fish and snails	

Sample

CLASSROOM PROGRAMS

Schools: May Roberts, Lindberg, Cairo Pioneer, Vale, and Annex Elementary Schools
Level: Primary and Intermediate
Grade: 1

Objective	Activity	Materials	Evaluation
To improve a child's receptive and expressive English vocabulary.	Individualized instruction according to needs Language development groups Language experience Stories and charts Field trips Bilingual instruction Bilingual instruction in developing ESL	Introducing English Story boards Peabody Language Kits Development of Understanding of Self and Others (DUSO) SRA Language Development Kit Beginning Fluency in English We Learn English Think, Listen, and Say Teacher-made materials Cassettes, records, and filmstrips EFI audio-flash system Oral language outline Sesame Street puppets Sounds I Can Hear Michigan oral language development Bilingual dictionaries, books, and teacher-made materials Shuck Loves Chirley Language development cards Tongue position chart	Malheur Receptive and Expressive Vocabulary Test Northwest Syntex Screening Test

Schools: May Roberts, Lindberg, Cairo
Pioneer, Vale, and Annex Elementary
(continued)

Level: Primary and Intermediate

Grade: 1

Objective	Activity	Materials	Evaluation
		Auditory Discrimination Kit Hoffman Reading Games Continental Press First Talking Storybooks Look, Listen, and Learn The First Talking Alphabet Troll Read Alongs Wipe off cards Magic cards Know and Show Alphabet Family Face puppets Tell-a-Story H-200 Language Series	

Sample

CLASSROOM PROGRAMS

Schools: May Roberts, Lindberg, Cairo
Pioneer, Vale, and Annex Elementary
Level: Primary and Intermediate
Grade: 5

Objective	Activity	Materials	Evaluation
To improve the child's receptive and expressive English vocabulary.	Language development groups Language experience stories and charts Field trips, cassettes, tapes, recorders, and filmstrips	Hoffman Program (vocabulary building) Second Talking Storybooks Kit Language games, records, and books Vocabulary building cards Peabody Language Development Kits	Malheur Receptive and Expressive Test
To recognize the Dolch Sight Word List.	Tutorial services Dolch word groups Dolch games and puzzles	Dolch sight word cards, readers, games, and puzzles	Dolch Sight Word List
To increase the child's reading level.	Tutorial services, individualized instruction according to needs, small group reading skills reinforcement one-to-one oral reading.	Beginning Reading I Vaughn-Harrison Know Your World Newspaper Aud-X Reading Program Story plays Hoffman Reading Program Mission Read Series Scholastic Reading Program Sullivan Reading Program SRA Reading Program Specific Skills Series Continental Press High interest/low level books Score Reading Program EDL Controlled Reader Reader's Digest Books Phonics We Use Game Kit Phonics and Reading Games Systems 80 Plus Four	Classroom Reading Inventory

Sample

CLASSROOM PROGRAMS

School: Nyssa Public School   Level: Primary   Grade: 1st and 2nd

Objective	Activity	Materials	Evaluation
To introduce a beginning English program to non-English speaking students.	Individualized instruction	Introducing English (H-M) language master machine with teacher-made materials Puppets	Receptive and Expressive Vocabulary Test Northwestern Syntax Screening Test Basic Concept Inventory
To improve a child's receptive and expressive English vocabulary.	Small group instruction Listening and speaking, reciting Poems and nursery rhymes reciting Finger plays, singing songs, dances Drama and role playing Dictating language Experience stories Field trips Science experiments Interest centers	Peabody Language Development Kits Distar Ginn Kit A Resource material for bilingual education (Fort Worth, Texas) Language experiences in reading Manuals Sense and Tell Mystery Boxes Beginning Science/A Modern Approach Stories from children's literature (library books)	Receptive and Expressive Vocabulary Test Northwestern Syntax Screening

School: Nyssa Public School
(continued)

Level: Primary

Grade: 1st and 2nd

Objective	Activity	Materials	Evaluation
To develop math concepts.	Individual activities Group Instruction Games Drill and testing	Pegboards and pegs Beads Counting sticks and other counters Abacus Numeral puzzles Flannel boards Manipulative Materials from Catherine Stern's Structural Arithmetic and the Cuisenaire Rods Addison-Wesley Math Book One Addison-Wesley Math Book Two Number Bingo Counting games Digitor	Teacher-made tests Built-in component of digiter

Sample

CLASSROMM PROGRAMS

School: Ontario Junior High School Level: Junior High Grade: 7, 8, 9

Objective	Activity	Materials	Evaluation
To build vocabulary	Reading in groups Reading individually Crossword puzzles Comic books Sports magazines	Test books Magazines Sports Illustrated Scope Boys Life, etc. Crossword puzzles	Use the words to develop spelling and vocabulary lists for testing.
To give relevance to spelling.	Spelling bees Scrabble spill and spell games involving spelling	Reading books Spelling books Oral vocabulary	Test weekly Written reports with both content and spelling importance
To practice writing and delivering speeches.	Oral book reports given in front of class	Library books Stories from reading books in class	Through actual oral reports
To develop the use of library skills.	Read, then write a report on biography and autobiography, ecology, a specific animal, one of our states	Library books	Written reports on each of the kinds of books listed in the column of activities
To learn how to write letters applying for employment forms.	Writing letters for employment Filling out job application; discussion of jobs	Paper and employment forms Resource books on employment opportunities Newspaper want ads	Complete forms and complete letters Writing ads for employment

Sample

CLASSROOM PROGRAMS

School: Ontario High School Level: High School Grade: 10, 11, and 12

Objective	Activity	Materials	Evaluation
To motivate the reluctant reader.	Individualized instruction Small group tutoring	Dimension in reading by SRA, Bowman, Multi-Media Kits EDL Controlled Reading Accoustifone ADULT Reading by Reader's Digest High Interest/Low Vocabulary Paperbacks Advanced Reading Skill Practice Pads by Reader's Digest Elephant books Audio Active Speed Read - 712 Audio Active Vocabulary 716-816 Getting It Together - SRA	Amount of use of our material in the center.
To increase and strengthen word and attack skills.	Individualized instruction Small group tutoring	DEFA-Aud-X Hoffman Units Accoustifone Units The Mott Basic language Skills Program Be a Better Reader by Prentice Hall	SRI teacher-made tests
To increase ability to draw inferences from written and spoken words.	Individualized instruction Small group instruction	RFU by SRA Be a Better Reader by Prentice Hall Tape Series by EDL Dimension in reading SRA You and Your World Scope Know Your World New For You Section A and B	Pre- and post-test for reading words in context and comprehension (orally)

Evaluator's Comments:

Malheur County, reporting an extensive amount of data, serves a great number of students at all grade levels using the diagnostic-prescriptive approach. Results indicate that satisfactory progress was made by most students served in the preschool, primary, intermediate, and secondary grades.

The preschool program was an exemplary project, using bilingual approaches in instruction, skill center activities with games, toys, and drills, and special programs that included records, tapes, television, and role playing.

Another effective project was the Elementary Resource Teacher Role. Teachers were not assigned to any one classroom, but served as diagnosticians, prescription designers, teacher aide trainers, consultants to the teachers, and implementors of all special educational activities pertaining to migrant elementary children.

The use of senior interns from Eastern Oregon State College Bilingual Teacher Training Program provided the opportunity to the intern and to the children involved to experiment, design, and be involved in bilingual multicultural activities.

At the secondary levels, the skill center approach has been a major factor in helping the target students deal with educational problems that normally cause them to fail and to drop out of school.

The project should be congratulated for providing the services needed to all migrant students in such a large geographical area.

Area Name: Marion County IED

County: Marion

Funding Allocated: $574,563

Project Beginning Date: September 1, 1974

Project Ending Date: June 30, 1975

School Session: Regular

Number of Migant Students Enrolled: 1,500

Introduction:

The following districts participated in the project:

1. Aumsville Elementary District 11
2. Brooks Elementary District 31
3. Cascade Union High District 5
4. Gervais Elementary District 79
5. Gervais Union High District 1
6. Marion Elementary District 20
7. Monitor Elementary District 142J
8. Mt. Angel District 91
9. Ninety-One School District
10. North Marion District 15
11. North Santiam 126
12. St. Paul District 45
13. Salem District 24J
14. Silverton District 4
15. Stayton School District 79J
16. Turner Elementary District 79
17. West Stayton Elementary District 61
18. Woodburn School District #103C
19. Eldriedge Elementary District 60
20. Parkersville District 82
21. Jefferson District 14CJ

The total number of public school migrant students enrolled (1,500) was divided in grades K-12 as shown in Table 1. No nonpublic school migrant children participated in the program. Personnel participating in the program consisted of: 19 teachers, 48 aides, 54 volunteers, and 15 home/school counselors. Table 2 presents the number of certificated personnel employed.

Table 1

MIGRANT STUDENTS ENROLLED

Grade	Enrolled	ADM
Preschool	97	60.76
First	180	134.98
Second	177	146.70
Third	167	133.45
Fourth	145	126.21
Fifth	159	135.77
Sixth	129	109.80
Seventh	102	82.56
Eighth	102	82.51
Ninth	88	63.96
Tenth	70	57.04
Eleventh	39	28.29
Twelfth	45	36.03
TOTAL	1,500	1,198.06

Table 2

CERTIFICATED PERSONNEL EMPLOYED

A. Bilingual	
1. Target group	4
2. Other	2
B. English-Speaking	
1. Target group	2
2. Other	6.86
TOTAL	14.86
Home School Counselors	15

Supplementary statistical data gathered during the operation of this program are shown in Table 3.

Table 3

SUPPLEMENTARY STATISTICAL DATA

A.	Total Bus Miles	40,406
B.	Health Examinations	225
C.	Health Referrals	162
D.	Dental Examinations	132
E.	Dental Referrals	158
F.	Clothing Referrals	320
G.	Optometry Referrals	90
H.	Breakfasts	0
I.	Morning Snacks	5,400
J.	Hot Lunches	0
K.	Afternoon Snacks	6,111
L.	No. of Teachers	19
M.	No. of Aides	
	1. Target group	26
	2. Other	23
	3. Bilingual	25
	Total Aides	48
N.	No. of Volunteers	
	1. Target Group	43
	2. Other	11
	Total Volunteers	54

Objectives and Evaluation Plan:

Gervais Union High School District 1:

Secondary:

1. Staff should work to improve the individualized instruction and develop special classes to meet the academic needs of students.

To evaluate this objective, the staff should identify the students' needs, and administer the California Test of Basic Skills. The staff should work closely with the home/school counselor concerning the progress and achievement of the students.

2. Students should develop and improve the knowledge and skills necessary to meet the minimum school requirements.

To evaluate this objective, the CTBS and the newly developed Criterion Reference should be administered on a pre- post-test basis.

3. The migrant student should develop his self-concept.

To evaluate this objective, a positive increase in participation in school activities, a willingness for involvement in all phases of school life, and an improvement in regular attendance should be apparent in the student.

4. Staff should provide audiovisual, bilingual instructional assistance to Spanish-speaking students to facilitate learning and enhance the positive values of bilingual ability.

To evaluate this objective, student gains should be assessed by the degree of usage of the Sight Sound Packages and by academic achievement.

Marion Elementary School District 20 1-6:

1. The student's reading ability should improve.

To evaluate this objective, children should be administered the Comprehensive Test of Basic Skills.

2. The student's expressive language development should improve.

To evaluate this objective, students should be administered the language section of the Comprehensive Test of Basic Skills.

Monitor Elementary School District 142J 1-8:

1. The first grade student should improve the reading and math in his dominant language (English, Russian, Spanish).

To evaluate this objective, children should be tested at the end of the year, using only the Stanford Primary Achievement Test adapted for the dominant language of the tested groups.

2. All students should improve English reading skills (speed, comprehension, and word knowledge) by an average of 20 percent.

To evaluate this objective, other than first grade students should be administered the Metropolitan Achievement Test on a pre- post-test basis.

3. School attendance of all students should improve.

To evaluate this objective, school attendance records should be analyzed.

Supplemental Reading and Language Program:

1. The student's reading ability should improve.

To evaluate this objective, students should be administered a Comprehensive Test of Basic Skills. Continual evaluation of reading growth should be conducted by use of a reading skills list.

2. The student's expressive language development should improve.

To evaluate this objective, students should be administered the language section of the Comprehensive Test of Basic Skills.

Ninety-One School District 91 1-6:

1. The student's ability to write and recite the ABC's should improve.

To evaluate this objective, oral reading and speaking should be done on a pre- post-test basis.

2. The student's ability to write and identify letters, blends, central vowel sounds, and prefixes and suffixes should improve.

To evaluate this objective, a teacher-prepared test was to be administered on a pre- post-test basis.

3. The student should improve five months beyond pretest in sight vocabulary.

To evaluate this objective, oral reading and speaking to teachers should be done on a pre- post-test basis.

4. The student's ability to look up grade level words in the dictionary should improve.

To evaluate this objective, a teacher-prepared test was to be administeed on a pre- post-test basis.

5. The student's ability to solve written and oral directions should improve 100 percent.

To evaluate this objective, a teacher-prepared test was to be administered on a pre- post-test basis.

6. The student's reading comprehension score should improve five months beyond the previous spring test.

To evaluate this objective, the Metropolitan Achievement Test should have been administered on a pre- post-test basis.

7. The student's total test scores on the Metropolitan Achievement Test should improve to one grade level higher than when tested in the Fall.

To evaluate this objective, the Metropolitan Achievement Test should have been administered on a pre- post-test basis.

8. The non-English speaking student's oral vocabulary should increase to 1,000 words.

To evaluate this objective, oral reading and speaking to the teacher should have be done on a pre- post-test basis.

Salem School District 24J Preschool - Fay Wright:

1. The student's basic skills should improve.

To evaluate this objective, the Early Childhood Skill Checklist should have been administered on a pre- post-test basis.

2. The student's social skills and self-concept should improve.

To evaluate this objective, the Early Childhood Skill Checklist should have been administered on a pre- post-test basis.

3. The student's reading readiness skills should improve.

To evaluate this objective, the TOBE should have been administered on a pre- post-test basis.

Elementary:

Bush Elementary - Grades 1-2
Highland Elementary - Grades 1-3
Lake Labish Elementary - Grades 1-3
Richmond Elementary - Grades 1-2

1. Attendance should improve by 10 percent.

To evaluate this objective, a comparison should have been made with school records.

2. Reading, vocabulary, and comprehension should improve for those students being served by teacher aides.

To evaluate this objective, the Informal Reading Inventory should have been administered on a pre- post-test basis.

3. Spelling, sentence structure, and writing should improve for students being served by teacher aides.

To evaluate this objective, the Iowa Test of Basic Skills should have been administered on a pre- post-test basis.

Secondary:

The student's attendance should improve.

To evaluate this objective, comparison should have been made with school records.

Methodology:

The Marion County Migrant Program conducted educational programs for migrant students in 21 school districts. This project, serving 1,500 students in grades K-12, is one of the largest in the State of Oregon.

Gervais Union High employed a home/school consultant and two teacher aides. The teacher aides worked with students referred by teachers in math, Spanish, science, reading, typing, and English on an individual basis or in small groups. The home/school consultant also taught a course on Chicano literature and served as supervisor of the teacher aides. The materials used for instruction were the student's text and workbooks. Supplementary reading materials (related to the student's culture) were also used.

Marion Elementary District 20 employed a teacher and two teacher aides. The teacher worked with students in grades one through six in language arts, reading, phonics, and math. The materials used by the teacher were phonic games, Holiday crossword puzzles, Hoffman machines, student texts, consonant Lotto, vowel Lotto, sentence builder, word builder, National Geographic Magazine, Children's Playmate, and stories on tape. One of the teacher aides tutored students in grades four through six on a one-to-one basis and in small groups. One hour was spent working with fourth and fifth graders in reading, and one and one-half hours with the sixth graders tutoring two groups in spelling. The other teacher aide worked with students individually and in small groups in the area of reading.

Monitor Elementary District 142J employed a teacher, three teacher aides, and a home/school counselor. The teacher worked with first graders in a self-contained situation. The materials used consisted of dittos, alphabet, numbers both in English and Spanish, and reading series Pre-Primary through the fourth grade. Cultural awareness was encouraged through bulletin board displays and Spanish records. One teacher aide worked with students in grades five through eight in science, social studies, and math, on a one-to-one basis and in small groups. Another teacher aide tutored students in grades one through four on an individual basis and in small groups, conducted Spanish classes for second and third graders for 15 to 20 minutes each day, assisted the teacher in reading, and helped to develop reading games. Finally, the Russian teacher aide worked only with Russian children, teaching Russian and math to the second graders, and English, spelling, and math to the fourth graders. The home/school counselor recruited the students, conducted conferences with students and parents, and acted as bridge between the school and community.

Ninety-One School District employed two one-half time Title I and I-M teachers. One teacher worked in a learning center with four to five students on a one-to-one basis and in small groups for a period ranging from 10 to 40 minutes depending on students' needs. Each student was pretested to determine his deficiencies. SRA materials, phonics, spelling cards, vocabulary materials were used to diagnose the child further. The materials used at this center were open court, Readers Digest, earphones, tape recorder, teacher-made materials, charts, records, and stories. This teacher also conferred with other teachers as to the needs of the students. The other teacher, a native Russian speaker, worked with Russian students in grades one through five. First graders were instructed in language development once in the morning for a period of 20 minutes and again in the afternoon for 45 minutes. Second graders were instructed in language development once a day for 30 to 40 minutes. Two sections of third graders were served while fourth and fifth grade students were also tutored in language arts. The materials used by the teacher were filmstrips, workbooks, puppets, homemade tapes in Russian and English, visual aids, tape recorder, filmstrip projector, language masters, color drill cards, and oral English with workbooks. An international food festival was held serving foods from different countries, and including Russian singing and dancing.

At Salem School District 24J, the following schools and personnel were visited.

Faye Wright Elementary School employed a preschool teacher and two teacher aides. The teacher served 14 students Tuesday through Friday. Each student was pretested to find out his strengths and weaknesses. The materials used in the program were toys, records, homemade materials both in English and Spanish, a fish bowl, and different learning centers. The children cooked simple foods during which process they used math. The teacher also used an informal kindergarten math readiness program. Cultural activities included making pinatas, and explaining the significance of each project. The children listened to Spanish records and watched the TV program "Villa Alegre." A high school student came three times a week to help; several mothers volunteered from time to time. Weekly letters were sent to the parents to inform them about class activities. The two teacher aides tutored the children on a one-to-one basis and in small groups under teacher supervision.

Highland Elementary School employed two teacher aides. They tutored the students individually and in small groups with emphasis on reading skills in grades three and four.

Richmond Elementary School employed one teacher aide who tutored the students individually and in small groups with emphasis on reading skills under teacher supervision.

Lake Labish Elementary School employed one teacher aide who worked with the first graders in the morning and second graders in the afternoon individually and in small groups in reading, math, learning the alphabet, and coordination. A resource bilingual teacher furnished materials for this class.

A resource teacher, who was originally hired as a preschool teacher, provided some individualized help to students at Grant, Hoover, Faye Wright, and Brush College Elementary Schools.

Four home/school consultants served the Salem District.

In summary, the major emphasis of the migrant program in Marion County was in reading and language development. The student's needs were identified through diagnostic testing, and individualized assistance was provided for all students.

Results:

Gervais Union High School District 1:

Secondary:

1. Staff should work to improve individualized instruction and develop special classes to meet the academic needs of students.

No evaluative data were submitted for this objective.

2. Students should develop and improve the knowledge and skills necessary to meet the minimum school requirements.

Table 4 presents the results of the CTBS for tenth grade students at Gervais Union High.

3. The migrant student should develop his self-concept.

The total program shows the positive concept toward school.

4. Staff should provide audiovisual, bilingual instructional assistance to Spanish-speaking students to facilitate learning and enhance the positive values of bilingual ability.

The Sight Sound Packages were developed and used by the students at this site.

Marion Elementary School District 20:

1. The student's reading ability should improve.

2. The student's expressive language development should improve.

No evaluative data were submitted for these objectives.

Monitor Elementary School District 142J:

1. The first grade student should improve the reading and math in his dominant language.

No evaluative data were submitted for this objective. The Stanford Primary Achievement Test should have been administered.

2. Students should improve English reading skills by an average of 20 percent.

Table 5 presents the results of the Metropolitan Achievement Test for second and third grade students at Monitor Elementary.

3. The school attendance of all students did improve.

Supplemental Reading and Language Programs:

1. The student's reading ability should improve.

2. The student's expressive language development should improve.

Table 6 presents the results of the Comprehensive Test of Basic Skills for students in grades four-eight at Monitor Elementary.

Ninety-One School District 91:

1. The student's ability to write and recite the ABC's did improve.

2. The student's ability to write and identify letters, blends, central vowel sounds, and prefixes and suffixes should improve.

No evaluative data were submitted for this objective.

3. The student should improve five months beyond pretest in sight vocabulary.

Table 7 presents the results of the Peabody Picture Vocabulary Test for students at Ninety-One School for grades one through five.

4. The student's ability to look up grade level words in the dictionary should improve.

No evaluative data were submitted for this objective.

5. The student's ability to solve written and oral directions should improve.

No evaluative data were submitted for this objective.

6. The student's reading comprehension score should improve five months beyond the previous spring test.

No evaluative data were submitted for this objective.

7. The student's total test score on the Metropolitan Achievement Test should improve to one grade level higher than tested in the Fall.

No evaluative data were submitted for this objective.

8. The non-English speaking student's oral vocabulary did increase to 1,000 words.

Salem School District 24J Preschool - Fay Wright:

1. The student's basic skills should improve.

No evaluative data were submitted for this objective.

2. The students social skills and self-concept should improve.

No evaluative data were submitted for this objective.

3. The student's reading readiness skills should improve.

No evaluative data were submitted for this objective.

Elementary:

Bush Elementary - Grades 1, 2
Highland Elementary - Grades 1, 2, 3
Lake Labish - Grades 1, 2, 3
Richmond Elementary - Grades 1, 2

1. Attendance should improve by 10 percent.

2. Reading, vocabulary, and comprehension should improve for those students being served by teacher aides.

3. Spelling, sentence structure, and writing should improve for students being served by teacher aides.

No evaluative data were submitted for these objectives.

Secondary:

1. The student's attendance should improve.

No evaluative data were submitted for this objective.

Table 4
Comprehensive Test of Basic Skills
Grade 10
Gervais Union High

National Percentile

Subject	Pre	Post	Difference
1	11	7	-4
2	8	36	28
3	32	50	18
4	18	18	0
5	32	29	-3
6	35	33	-2
			$\bar{x}$ = 6.16

Table 5
Metropolitan Achievement Test
(Grade Equivalent)
Grades 2-3
Monitor Elementary

Grade 2:

Subject	Pre	Post	Difference
1	1.5	2.2	0.7
2	1.8	2.5	0.7
3	2.0	2.3	0.3
4	1.8	2.4	0.6
			$\bar{x}$ = 0.6
Grade 3:			
1	2.2	2.4	0.2
2	3.7	3.7	0.0
3	2.1	2.5	0.4
4	1.1	2.5	1.4
			$\bar{x}$ = 0.5

Table 6
Comprehensive Test of Basic Skills
(Grade Equivalent)
Grades 4-8
Monitor Elementary

Subject	Pre	Post	Difference
Grade 4:			
1	1.9	3.0	1.1
2	3.1	3.3	0.2
			$\bar{x}$ = 0.65
Grade 5:			
1	4.0	4.3	0.3
2	4.1	4.7	0.6
			$\bar{x}$ = 0.45
Grade 6:			
1	3.9	4.5	0.6
			$\bar{x}$ = 0.6
Grade 7:			
1	8.8	8.9	0.1
2	3.4	3.4	0.0
			$\bar{x}$ = 0.05
Grade 8:			
1	2.0	3.7	1.7
2	6.7	7.4	0.7
3	5.6	5.3	-0.3
			$\bar{x}$ = 0.7

Table 7
Peabody Picture Vocabulary Test
(Raw Scores)
Grades 1-5
Ninety-One School

Subject	Pre	Post	Difference
Grade 1:			
1	33	44	11
2	39	53	14
3	44	49	5
4	13	39	26
5	35	51	16
6	36	45	9
7	21	49	28
			$\bar{x}$ = 15.57
Grade 2:			
1	47	57	10
2	39	51	12
3	41	51	10
4	47	55	8
5	47	56	9
6	48	62	14
7	47	58	11
			$\bar{x}$ = 10.57
Grade 3:			
1	48	60	12
2	53	60	7
3	55	64	9
4	56	56	0
5	53	60	7
6	50	60	10
7	53	56	3
8	55	61	6
			$\bar{x}$ = 6.75

Table 7 (Continued)
Peabody Picture Vocabulary Test
(Raw Scores)
Grades 1-5
Ninety-One School

Grade 4:

Subject	Pre	Post	Difference
1	51	63	12
2	53	57	4
			$\bar{x}$ = 8

Grade 5:

Subject	Pre	Post	Difference
1	59	72	13
2	51	68	17
3	58	66	8
4	60	65	5
			$\bar{x}$ = 10.75

Evaluator's Comments

Marion County successfully conducted educational programs for migrant students in this area. Each of the local districts developed its own objectives to meet the individual needs of the students and their community.

The home/school counselors worked closely with the Neighborhood Youth Corps counselors in placing students in jobs after school. Monthly workshops were conducted for elementary and secondary home/school counselors.

Teacher aides were also involved in monthly training sessions geared to assist them in the day-to-day work and contact with the children in the classroom.

It should be noted that Salem School District and Marion Elementary did not submit any evaluative data; two districts submitted data for one objective only.

Recommendations:

1. Districts should make every effort to follow the evaluation plan as stated in the proposal.

2. More communication and coordination between districts and area coordinator should take place.

Area Name: Central School District 13J

County: Polk

Funding Allocated: $38,330

Project Beginning Date: September 3, 1974

Project Ending Date: June 6, 1975

School Session: Regular

Number of Migrant Students Enrolled: 57

Introduction:

The Central School District 13J was the only district participating in this program. The total number of public migrant students enrolled (57) is broken down into grades preschool through eighth as shown in Table 1. No nonpublic school migrant children participated in the program. Personnel participating in the program included: four teachers and six aides. Table 2 presents the number of certificated personnel employed.

Table 1

MIGRANT STUDENTS ENROLLED

Grade	Enrolled	ADM
Preschool	13	10.53
First		
Second	8	8.00
Third	7	6.47
Fourth	5	4.90
Fifth	8	7.51
Sixth	6	5.37
Seventh	6	5.33
Eighth	4	3.72
Ninth		
Tenth		
Eleventh		
Twelfth		
TOTAL	57	51.83

Table 2

CERTIFICATED PERSONNEL EMPLOYED

A. Bilingual	
1. Target Group	0
2. Other	0
B. English-Speaking	
1. Target Group	0
2. Other	4
TOTAL	4

Supplementary statistical data gathered during the operation of the program are shown in Table 3.

Table 3

SUPPLEMENTARY STATISTICAL DATA

A. Total Bus Miles	1,650
B. Health Examinations	83
C. Health Referrals	3
D. Dental Examinations	25
E. Dental Referrals	29
F. Breakfasts	0
G. Morning Snacks	825
H. Hot Lunches	0
I. Afternoon Snacks	1,320
J. No. of Teachers	4
K. No. of Aides	
1. Target Group	5
2. Other	1
3. Bilingual	5
Total Aides	6
L. No. of Volunteers	
1. Target Group	3
2. Other	3
Total Volunteers	3

Objectives and Evaluation Plan:

Preschool:

1. Students should show measurable gains in language concept development.

To evaluate this objective, the Basic Concept Inventory was to be administered on a pre- post-test basis.

2. Students should show measurable improvement in social skills.

To evaluate this objective, item 4 and 6 of the district Evaluation Checklist was to be administered to the students on a pre- post-test basis.

3. Students should show measurable gains in specific school-related academic areas.

To evaluate this objective, the Preschool Academic Checklist was to be administered on a pre- post-test basis.

Primary: (Grades 1-3)

1. Students should show measurable gains in reading areas.

To evaluate this objective, for grade one, the Metropolitan Reading Readiness Test was to be used on a pretest, and the Gates-MacGinitie Primary A was to be used as a post-test.

2. The self-concept of primary age children should improve.

To evaluate this objective, the Self-Appraisal Inventory was to be administered to the students on a pre- post-test basis.

Intermediate: (Grades 4-6)

1. Students should show measurable gains in reading areas.

To evaluate this objective, the Gates-MacGinitie Reading Test, Survey D was to be administered to the children on a pre- post-test basis.

2. Students should improve self-concepts.

To evaluate this objective, the Self-Appraisal Inventory was to be administered to the children on a pre- post-test basis.

Secondary: (Grades 7-12)

1. Students should show measurable improvement in communication skills.

To evaluate this objective, the Gates-MacGinitie Survey D or the Individual Reading Inventory was to be administered to the children on a pre- post-test basis.

2. Students should improve self-concepts.

To evaluate this objective, the Self-Appraisal Checklist was to be administered to the children on a pre- post-test basis.

Methodology:

The Central School District Migrant Program was totally integrated with the Title I program in the district. These two programs were designed to serve the needs of all children through a process of needs assessment, evaluation/diagnosis, and prescription/remediation of services.

Central Preschool employed two teachers, two full-time aides, and a work study aide who worked Monday, Tuesday, Wednesday, and Friday. There were two rooms, with each having a session in the morning and another in the afternoon. Team teaching was conducted in the areas of reading, reading readiness, and musical activities. The program focused on four areas of instruction: the academic, social, psychomotor, and art and music. The materials used at Central were the Peabody, Distar, flannel board stories, and SWRL for initial concept in the beginning reading. Teachers also used Getting Ready to Read, Sound and Symbols, teacher-made materials, and Introducing English (picture cards) both in English and Spanish. The students viewed Villa Alegre, recited numbers, colors, and simple sentence patterns in both English and Spanish. Central also stressed multicultural activities.

At Independence Elementary School a teacher and one aide were employed in the school's reading lab working with children in grades two and three. Early in the Fall, a needs assessment was conducted and children were admitted to the program on the basis of greatest need. All children admitted to the program were pretested with the Gates-MacGinitie Reading Test, Self-Appraisal Inventory, Dolch list, Britton Phonic Inventory, and an Informal Reading Inventory. Groups were formed on the basis of common needs and reading level. Each group met daily for 30 minutes. Generally, a group- or individual-directed reading lesson was conducted featuring vocabulary building, motivation, purpose for reading, silent reading, oral rereading, and a comprehension check. Then students would work on follow-up activities or on specific skills prescribed for them. Each student kept a folder in which needs, assignments (prescriptions), and accomplishments were noted. A wide variety of materials were used in these sessions. Games, commercial and teacher-made, were frequently used in reinforcing skills as well as on the weekly game day. Activities to foster a positive self-concept were conducted once a week throughout most of the year. These generally featured the DUSO Kits and You Kit. From January through May, an incentive program was used allowing students to earn stars for being "good workers." Students could exchange their accumulated points for prizes of varying worth, such as small books, coloring books, tablets, small cars, and puzzles.

Henry Hill Elementary School employed a teacher and an aide in the school's reading lab, working with students in grades four through six. The fourth graders were tested with the Gates-MacGinitie Survey C, and the fifth graders with Survey D. All sixth graders who were in the program before, new in the district, or by teacher request were administered the Gates-MacGinitie Survey D. The procedure for selecting students was the same as the one used at Independence Elementary School Reading Center. The materials used at this site were math flashcards, consonant LOTTO, Phonics, Quizmo, Scrabble, Cross Country, Jr. RFU Reading for Understanding, SRA word games, No. 1 skill packs for reading comprehension, Challenge Kit Skills Exercise sheets, and Random House Skillpacers. Also, Initial Sounds in Spanish Kits were used.

At Talmadge Junior High School, a tutor counselor served the students with the most urgent unmet needs in grades seven through nine. Educational tutoring and social/cultural counseling were provided. There was no organized migrant program in grades ten through twelve, except for home/school counselor contact.

Results:

Preschool:

1. Students should show measurable gains in language concept development.

Table 4 presents the results of the Basic Concept Inventory administered to preschool children. It should be noted that on this test, errors are counted to obtain the score.

2. Students should show measurable improvement in social skills.

Table 5 presents the results of the district's Evaluation Checklist for items 4 and 6. This checklist measures children's social skills by teacher observation. A scale score of 1-5 is used, with 1 referring to low and 5 to high on this checklist.

3. Students should show measurable gains in specific school-related academic areas.

Table 6 presents the results of the Preschool Academic Checklist for preschool children.

Primary: (Grades 1-3)

1. Students should show measurable gains in reading areas.

Table 7 presents the results of the Gates-MacGinitie Reading Tests for students in grades two and three.

2. Students should improve the self-concept of primary age children.

Table 8 presents the results of the Self-Appraisal Inventory for second and third grade students. This test indicates the child's feelings about statements in each of the areas as presented by the teacher.

Intermediate: (Grades 4-6)

1. Students should show measurable gains in reading areas.

Table 9 presents the results of the Gates-MacGinitie Reading Scores for students in grades four through six.

2. Students should improve self-concepts.

Table 10 presents the results of the Self-Appraisal Inventory for students in grades four through six.

Secondary: (Grades 7-9)

1. Students should show measurable improvement in communication skills.

Table 11 presents the results of the Gates-MacGinitie Reading Scores for students in grades seven and eight.

2. Students should improve self-concepts.

Table 12 presents the results of the Self-Appraisal Inventory for students in grades seven through nine.

Table 4
Basic Concept Inventory
N=9

Subject	Pre	Post	Difference
1	65	15	+40
2	91	46	+45
3	40	5	+35
4	31	13	+18
5	106	59	+47
6	100	36	+64
7	32	4	+28
8	59	27	+32
9	61	25	+36

Table 5
District Evaluation Checklist
Scale: 1-5

Classroom Participation - Item #4

Subject	Pre	Post	Gains
1	1	5	+4
2	1	2	+1
3	1	2	+1
4	2	5	+3
5	2	5	+3
6	2	4	+2
7	1	5	+4
8	2	4	+2
9	2	4	+2
10	1	5	+4
11	1	4	+3
12	1	3	+2
13	1	4	+3

Social Skills - Item #6

1	1	3	+2
2	1	2	+1
3	1	5	+4
4	2	5	+3
5	2	5	+3
6	2	5	+3
7	2	5	+3
8	2	4	+2
9	3	4	+1
10	1	4	+3
11	1	3	+2
12	2	4	+2
13	1	4	+3

Table 6
Preschool Academic Checklist

Subject	Pre	Post	Gains
1	27	110	+83
2	86	232	+146
3	86	197	+111
4	80	259	+179
5	49	259	+210
6	0	259	+259
7	57	259	+202
8	62	158	+96
9	31	176	+145
10	12	173	+161
11	66	259	+193
12	75	259	+184

Total Gain: 1,969

Average Gain per Student: 164.8

Table 7
Gates-MacGinitie Reading Scores
(Grade Equivalent)
Grades 2-3

Grade 2:

Subject	Pre	Post	Difference
1	1.4	3.2	+1.8
2	1.7	2.7	+1.0
3	1.6	2.7	+1.1
4	1.6	3.7	+2.1
5	1.4	3.0	+1.6
6	1.5	1.6	+.1
7	1.5	2.8	+1.3
8	1.3	2.3	+1.0

$\overline{x}$ Gain = 1.25

Grade 3:

1	2.3	4.0	+1.7
2	1.3	4.0	+2.7
3	1.7	2.1	+.4
4	1.2	2.4	+1.2
5	1.9	3.4	+1.5

$\overline{x}$ Gain = 1.5

Table 8
Self-Appraisal Inventory

Grade 2:

	FAMILY			PEER			SCHOLASTIC			GENERAL		
Subject	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change
1	1	1	0	7	5	-2	4	8	+4	6	6	0
2	4	4	0	5	6	+1	5	5	0	7	7	0
3	2	2	0	7	6	+1	6	7	+1	5	6	+1
4	3	5	+2	11	8	-3	6	7	+1	7	8	+1
5	5	4	-1	6	7	+1	8	10	+2	7	7	0
6	5	5	0	7	10	+3	10	10	0	6	7	+1
7	4	3	-1	4	8	+4	4	8	+4	7	6	-1
8	6	5	-1	9	10	+1	8	13	+5	8	8	0
9	5	-	-	8	-	-	6	-	-	5	-	-
10	5	-	-	8	-	-	8	-	-	8	-	-
11	4	4	0	11	10	-1	10	12	+2	7	8	+1
12	4	-	-	5	-	-	7	-	-	6	-	-
Grade 3:												
1	5	3	-2	8	7	-1	8	10	+2	7	4	-3
2	3	5	+2	5	5	0	7	6	-1	5	5	0
3	2	4	+2	8	11	+3	11	8	-3	7	7	0
4	2	3	+1	6	9	+3	7	10	+3	5	8	+3
5	5	5	0	7	5	-2	4	4	0	6	7	+1
6	2	2	0	7	9	+2	6	10	+4	6	7	+1

Table 9
Gates-MacGinitie Reading Scores
(Grade Equivalent)
Grades 4-6

Grade 4:

Subject	Pre	Post	Difference
1	2.6	3.4	+.8
2	1.5	2.8	+1.3
3	1.4	1.8	+.4
4	1.4	1.6	+.2
5	1.9	2.0	+.1
		$\bar{x}$ Gain =	.56
Grade 5:			
1	2.6	5.3	+2.7
2	3.3	4.0	+.7
3	2.2	3.3	+1.1
4	2.5	3.2	+.7
5	3.0	4.1	+1.1
6	3.2	4.0	+.8
7	2.5	2.9	+.4
		$\bar{x}$ Gain =	1.07
Grade 6:			
1	2.5	5.8	+3.3
2	2.6	3.2	+.6
3	3.0	4.5	+1.5
4	3.4	5.3	+1.9
5	2.8	6.8	+4.0
		$\bar{x}$ Gain =	2.26

Table 10
Self-Appraisal Inventory

Grade 4:

	FAMILY			PEER			SCHOLASTIC			GENERAL		
Subject	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change
1	10	14	+4	11	9	-2	8	4	-4	13	10	-3
2	abs.	18	-	-	14	-	-	12	-	-	11	-
3	12	16	+4	15	15	0	8	9	+1	15	11	-4
4	10	7	-3	6	6	0	7	7	0	14	12	-2
5	15	18	+3	14	14	0	16	13	-3	16	16	0
6	18	19	+1	17	16	-1	18	17	-1	18	18	0
Grade 5:												
1	14	18	+4	18	18	0	16	17	+1	16	18	+2
2	12	16	+4	16	7	-9	9	17	+8	15	12	-3
3	10	11	+1	10	8	-2	10	11	-1	9	12	+3
4	13	15	+2	9	8	-1	9	7	-1	13	12	-1
5	13	13	0	14	16	+2	14	12	-2	15	13	-2
6	15	15	0	7	5	-2	13	14	+1	13	11	-2
7	13	moved	-	9	-	-	11	-	-	12	-	-
Grade 6:												
1	15	18	+3	12	9	-3	7	10	+3	15	17	+2
2	13	13	0	15	14	-1	11	8	-3	14	9	-5
3	18	abs.	-	15	-	-	12	-	-	18	-	-
4	17	14	-3	11	12	+1	14	17	+3	15	17	+2
5	15	15	0	15	17	+2	7	9	+2	15	17	+2

Table 11
Gates-MacGinitie Reading Scores
(Grade Equivalent)
Grades 7-8

Grade 7:

Subject	Pre	Post	Difference
1	2.1	2.3	+.2
2	2.4	2.5	+.1
3	2.5	2.2	-.3
4	3.9	4.8	+.4
5	5.5	5.8	+.3
6	2.7	3.2	+.5
			$\bar{x}$ Gain = 0.2
Grade 8:			
1	4.4	5.5	+1.1
2	5.1	5.3	+.2
			$\bar{x}$ Gain = 0.65

Table 12
Self-Appraisal Inventory

Grades 7-9:

	FAMILY			PEER			SCHOLASTIC			GENERAL		
Subject	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change
1	53	66	+13	44	64	+20	43	41	-2	50	61	+11
2	54	58	+4	65	64	-1	42	46	+4	62	49	-13
3	50	66	+16	51	56	+5	48	58	+10	51	55	+4
4	52	78	+26	56	60	+4	50	51	+1	51	61	+10
5	48	64	+16	51	51	0	50	52	+2	60	56	-4

Evaluator's Comments:

The majority of children made growth in all areas assessed. The resource centers at Independence and Henry Hill Elementary provided excellent instruction for the students.

The preschool level was one of the strongest parts of the program. Students made outstanding gains, especially in reading and reading readiness, as a result of the SWRL Beginning to Read program. This program consists of 52 different small reading books with stories designed to be highly motivational to young children.

Ancillary services were provided through the Health Department. The district conducted a comprehensive health program through the use of contracted services with Polk County Health Department Nursing Services. The district also maintained a health aide who worked very closely with the home/school counselor in conducting health screening, making home visits, and arranging for health services.

Area Name: Milton-Freewater District 31

County: Umatilla

Funding Allocated: $17,255

Project Beginning Date: September 1, 1974

Project Ending Date: June

School Session: Regular

Number of Migrant Students Enrolled: 60

Introduction:

Milton-Freewater District 31 was the only district participating in the regular program. The total number of public school migrant students enrolled (60) was divided into grades first through eighth as shown in Table 1. No nonpublic school migrant children participated in the program. The personnel participating in the program included two teachers and one teacher aide.

Table 1

MIGRANT STUDENTS ENROLLED

Grade	Enrolled	ADM
Preschool		
First	16	91
Second	10	60
Third	5	84
Fourth	5	63
Fifth	4	48
Sixth	5	51
Seventh	10	76
Eighth	5	112
Ninth		
Tenth		
Eleventh		
Twelfth		
TOTAL	60	73

Table 2

CERTIFICATED PERSONNEL EMPLOYED (FTE)

A. Bilingual	
1. Target Group	0
2. Other	2
B. English-Speaking	
1. Target Group	0
2. Other	0
TOTAL	2

Supplementary statistical data gathered during the operation of this program are shown in Table 3.

Table 3

SUPPLEMENTARY STATISTICAL DATA

A. Total Bus Miles	0 (District Furnished)
B. Health Examinations	42
C. Health Referrals	9
D. Dental Examinations	26
E. Dental Referrals	0
F. Breakfasts	0
G. Morning Snacks	0
H. Hot Lunches	3,984
I. Afternoon Snacks	0
J. No. of Teachers	2
K. No. of Aides	
1. Target Group	0
2. Other	1
3. Bilingual	1
Total Aides	1
L. No. of Volunteers	
1. Target Group	0
2. Other	0
Total Volunteers	0

Objectives and Evaluation Plan:

Preschool and Primary:

1. Students should improve simple math and concepts.

To evaluate this objective, the Preschool Academic Checklist was to be administered by a bilingual person on a pre- post-test basis in English or Spanish.

2. Students should develop reading readiness skills.

To evaluate this objective, the Preschool Academic Checklist was to be administered in English or Spanish.

3. The program should improve receptive and expressive syntactical language abilities in standard English of preschool children.

To evaluate this objective, the Receptive and Expressive Vocabulary Test was to be administered on a pre- post-test basis.

Intermediate and Junior High:

The program should improve the reading, mathematics, and spelling skills of students in the sixth, seventh, and eighth grades.

To evaluate this objective, the Wide Range Achievement Test, Guidance Associates of Delaware, was to be administered on a pre- post-test basis to determine achievement.

Methodology:

At Grove Elementary School, one teacher worked with students in first and second grades. The teacher instructed the students on reading skills, math, and language arts. Second graders were instructed in Spanish for about 30 minutes. The teachers worked with other teachers on different subjects in their classrooms, exchanging ideas and creating better coordination. The activities that took place were reading stories, show and tell, discussing current events, dancing, games, and using flashcards. Cultural Awareness activities were also provided for the students at Grove.

At Central Elementary School, one teacher worked with students in grades six, seven, and eight in a learning center. Due to the amount of students enrolled during the year, this teacher was employed from September through November and from April to May. Students were pretested with the Peabody Word/Picture Test and the Wide Range Achievement Test for spelling, reading, and math levels to determine which students should be in the learning center. The Botel Reading Test and Gates-MacGinitie were also used. Individualized programs were set up to meet deficiencies in basic skills.

Results:

Elementary:

1. Students should improve simple math and color concepts.

2. Students should develop reading readiness skills.

Table 4 presents the results of the Preschool Academic Checklist. Students attended school from 8 to 176 days. Raw scores were submitted for the students. However, since the results were not charted on a summary sheet, it is impossible to determine in what areas the students made the most gain.

3. The program should improve the receptive and expressive syntactical language abilities in standard English of preschool children.

The evaluative data submitted could not be used because no distinction was made whether the students were screened on the receptive or expressive.

Intermediate and Junior High:

1. The program should improve the reading, mathematics, and spellings skills of students in the sixth, seventh, and eighth grades.

Table 5 presents the results of the Wide Range Achievement Test for students in grades three, four, five, and eight. No gain was made by the fourth graders. The students' attendance in school ranged from 13 to 33 days. The letter of agreement stated that students in grades six, seven, and eight should also have been administered this test.

Table 6 presents the results of the Gates-MacGinitie Reading Scores for grades six, seven, and eight. The students' attendance ranged from 22 to 176 days. The Wide Range Achievement Test should have been administered to these students as well.

Table 7 presents the results of the Botel Reading Test for two students in grade seven. These students attended school for a period of 96 days. The Wide Range Achievement Test should have been administered according to the letter of agreement.

Table 4
Preschool Academic Checklist
(Raw Score)

Area: Milton-Freewater
School: Grove Elementary

Grade 1:

Subject	Pre	Post	Difference
1	41	63	22
2	23	32	9
3	28	48	20
4	43	62	19
5	32	50	18
6	40	52	12
7	18	46	28
8	15	27	12
9	46	62	16

Total Gain: 156

Average Gain per Student 17.33

Grade 2:

1	39	47	8
2	47	52	5
3	68	69	1
4	65	69	4
5	65	68	3

Total Gain: 21

Average Gain per Student: 4.2

Table 5
Wide Range Achievement Test

Subject	Pre	Post	Difference
Grade 3:			
1	3.2	4.3	1.1 (33 days)
			$\bar{x}$ = 1.1
Grade 4:			
1	2.3	2.1	-0.2 (16 days)
2	2.0	1.9	-0.1 (29 days)
			$\bar{x}$ = -0.1
Grade 5:			
1	1.4	2.0	0.6 (13 days)
			$\bar{x}$ = 0.6
Grade 8:			
1	8.7	8.6	0.1 (22 days)
			$\bar{x}$ = 0.1

Table 6
Gates-MacGinitie Reading Scores
(Grade Equivalent Scores)

Grade 6:

Subject	Pre	Post	Difference
1	3.1	3.8	.7
2	2.3	2.5	.2
3	4.2	4.3	.1
			$\bar{x}$ = .3
Grade 7:			
1	4.1	5.2	1.1
2	4.1	4.6	.5
3	4.2	4.3	.1
4	5.5	5.6	.1
5	3.3	5.8	2.5
			$\bar{x}$ = .86
Grade 8:			
1	4.0	4.4	.4
2	9.8	12.6	2.8
			$\bar{x}$ = 1.6

Table 7
Botel Reading Test

Grade 7:

Subject	Pre	Post	Difference
1	3.4	4.1	0.7
2	3.3	3.8	0.5
			$\bar{x}$ = 0.6

Evaluator's Comments:

The program in Umatilla County provided educational and other ancillary services to the migrant children of the area. The teacher at Grove Elementary did an excellent job teaching the first and second graders Spanish. As the teacher played the guitar, the non-Spanish-speaking as well as the Spanish-speaking children were learning songs and vocabulary. Excellent rapport with the students and parents was established due to the efforts of this teacher.

Recommendation:

More effort should be made to follow the evaluation plan as detailed in the letter of agreement.

Area Name: Bilingual Teacher Training Component
Eastern Oregon State College

County: Union

Funding Allocated: $150,827

Project Beginning Date: September 1, 1974

Project Ending Date: August 31, 1975

School Session: Regular Year

Number of Migrant Students Enrolled: 24

Introduction:

The Bilingual Education Component is a program for post-secondary students enrolled in the regular college program at Eastern Oregon State College at LaGrande. Each participant earns an elementary education degree with specialization in the development of the Spanish language and in skills needed to teach in a bilingual-bicultural classroom. Skills developed help the student to identify materials for use in a bilingual-bicultural classroom, to construct and adapt materials in a bilingual setting, and to present materials in an effective manner to pupils. All of the participants who complete the regular college requirements, including a concentration in Bilingual Education for the Bachelor's Degree in Elementary Education, receive the elementary (K-9) teaching certificate.

Students were placed in elementary classroom settings where they worked with both Spanish- and English-speaking children, using materials in both languages. For the majority of students in the program, both the sophomore and senior years were spent in elementary schools. The program was designed in such a way that students could graduate in four years, meeting all institution requirements as well as spending at least one quarter of the sophomore year and the three quarters of the senior year working in the public schools in a bilingual instructional setting. Thus, upon graduation, students in the program not only had a teaching certificate but were proficient in Spanish and English, had earned a specialization in bilingual teaching, and had at least four quarters of experience in a regular classroom setting. These experiences serve to prepare teachers better than the conventional program.

Objectives and Evaluation Plan (1974-75):

1. The program should offer a curriculum that will meet the following goals:

   (a) Meet Oregon's elementary school basic certification requirements;
   (b) Provide a concentration in bilingual education for elementary education majors; and

(c) Permit students to graduate within four years, at least four quarters (one as a sophomore, three as a senior) of which may be spent in actual elementary classroom experience. To evaluate this objective, a description of a typical student's program is shown as Appendix A. (See Appendix A)

2. The program should develop proficiency in written and oral expression in Spanish.

To evaluate this objective, progress in courses RL 217, 218, and 219 (Spanish for Native Speakers) was monitored by the Spanish instructor from the Department of Foreign Languages. Spanish for Native Speakers assumes that the student has the proficiency in both oral and written Spanish. In many instances, students may be lacking in such proficiency and may require prerequisite courses in Spanish prior to the Spanish for Native Speakers concentration. These courses are specially designed for native Spanish-speaking Americans. The following are the areas of concentration: basic grammar and orthography, composition, techniques in transcription, vocabulary building, techniques in identifying and remedying errors, communication skills and business correspondence, and advanced oral expression.

3. The program should provide preparation in bilingual-bicultural teaching. To evaluate this objective, a description of the courses is submitted as Appendix B. (See Appendix B)

4. The program should provide assistance to the overall state migrant program by having all students participate in one or more of the following activities:

(a) Acquisition and demonstration of bilingual materials, since the Eastern Oregon State College program serves as a center for the evaluation and dissemination of bilingual materials to interested school districts
(b) Participation in local and statewide in-service training projects; and
(3) Working as assistant teachers and interns (during sophomore and senior years) in schools operating Title I-M programs.

It was difficult to provide such experiences for freshman students during their first year, as a major effort was made to orientate freshman students to college life and to assure their success in school. However, every effort was made to employ all freshmen in a Title I Migrant summer project.

5. The program should provide supervision and support for students participating in off-campus classroom experiences.

To evaluate this objective, a narrative description of the supervision and support activities is provided. (See Appendix Ca and Cb)

Description of Typical Program:

Students off-campus were engaged in a totally different type of learning experience from those studying on-campus. The typical public school-oriented experience saw the sophomore student working in the classroom all day during the spring quarter while also fulfilling the requirements for classes taken from Eastern Oregon State College. These placements ranged from preschool to sixth grade, involving not only instruction in Spanish with a bilingual emphasis, but also in areas which could be considered typical of any elementary program. Senior students placed off-campus had full-day commitments to the elementary classroom. Many students also became involved with community projects beyond their specific obligations, either to the local schools or to Eastern Oregon State College.

Students taking their course work on-campus were involved in a study program involving classes required for the degree in elementary education. Thus, other than the courses designed for the bilingual concentration, their program was no different from that of other students in elementary education.

Services Provided by the Students to the State Migrant Program:

Of the 24 receiving stipends during the year, all but two provided direct services to migrant programs. During the year, one sophmore and six seniors provided instructional services in the public schools where high concentrations of migrant children attended. The broad areas where Eastern Oregon State College bilingual students provided services to migrant children were in Malheur County, Washington County, and Marion County.

Narrative Description of Program Support and Supervision:

In providing supervision and support to off-campus students, a goal was set to visit each interning student at least once every two weeks. (See Appendix Ca and Cb.) However, where distance made this impractical and unfeasible, specifically in the Willamette Valley, three visits were made during the quarter, one at the beginning, one towards the middle, and one at the end of the quarter for the purpose of observation and conference. Between visits the supervisor received daily reports each week from the student, as well as a progress report from the cooperating teacher, and communicated comments by return correspondence. Only the sophomore experience was involved.

All students received a student handbook outlining in detail the requirements for completion of classes and describing their obligations while working in the public schools. Students were also provided with a bibliography of materials available at the Bilingual Office at Eastern Oregon State College. Students had access to these materials simply by requesting them.

In the public school setting, all students had an immediate supervisor (classroom teacher) to whom they were responsible and to whom they could go for assistance.

At the beginning of each term, students returned to campus to register, to select materials that would be of use to them in the classroom, and to discuss with other students, as well as staff, any difficulties or problems they might have.

During the course of the year, the supervisor regularly served as academic advisor to the senior students in the public schools to assure the satisfaction of both graduation and certification requirements by the end of the summer quarter.

After each term, the immediate supervisor in the public school completed an evaluation of the interning student's performance in each school. This evaluation, together with that of the principal and the college supervisor, was discussed with the student so that he was aware of any areas in which help was needed. An attempt to keep communications open at all times encouraged students to call the staff, as many of the students did.

The staff of the bilingual program presented information describing the project to interested parties such as teachers, principals, superintendents, parents, Eastern Oregon State College's Advisory Committee to the bilingual program, the Oregon State Board of Higher Education, and the State Advisory Committee on Migrant Education.

Five students graduated from Eastern Oregon State College in Elementary Education with a concentration in bilingual education. Most graduates had from two to seven teaching positions offered within the state of Oregon. Salem Public Schools, Woodburn School District, Ontario School District, and Nyssa School District have employed this year's graduates. In the Racial and Ethnic Survey of 1974-75, Spanish surname enrollment in the state of Oregon was 7,979 students in K-12, and in grade 12, 405 students. Presently there are 9 male elementary classroom teachers and 19 female elementary classroom teachers in the state for a total of 28. There are 48 secondary classroom teachers, 33 male and 15 female in Oregon's Public Schools. Considering that the teacher per pupil ratio is 21-1, public schools in Oregon would require 380 Spanish surname teachers from K-12 to achieve parity. Thus far, Eastern Oregon State College is the only state institution providing bilingual-bicultural teacher training preparation at the undergraduate level.

Major changes were identified in the program as directed in the 1973-74 year, and action with the parties concerned was started; thus actual implementation of the agreed-upon changes began with the 1974-75 school year.

Improvements were made in the following areas:

1. Travel by staff has been improved by establishing a biweekly visiting schedule to the Ontario-Nyssa area in cooperation with the Eastern Oregon State College student-teacher supervisor. In the Willamette Valley, specifically Woodburn, successful efforts have been made to clarify the role of student interns (sophomores and seniors), teachers, resource teachers, and principals. A schedule for periodic visits has been worked out. These efforts in improvement will continue during 1975-76.

2. The degree of involvement with the program by students on campus has improved. Prior to this year, meetings involving general, specific, and individual concerns related to the program existed in some degree. However, during the 1974-75 academic school year several meetings per term with students and a written agenda have developed and will be improved. Also, tutorial and counseling services will be expanded and improved.

3. As a result of greater program visibility through various media, such as newspaper releases, speeches to various groups, presentations about the program, as well as personal contacts, the demand for our graduates has increased beyond our ability to supply them.

APPENDIX A

Eastern Oregon State College
CURRICULUM IN EDUCATION
ELEMENTARY

/ = Course Taken
- = Course Substituted
x = Course in Progress

General Education Requirements

Humanities (15 hrs.)

Art Educ., Art 323 (3) ________
English or Library 388 (3) ________
Electives (15)
Structure of the Language ________
Music ________
________ ________
________ ________
________ ________
________ ________
________ ________

Social Science (15 hrs.)
Work in Consumer Education ________
________ ________
________ ________
________ ________
________ ________
________ ________

Science (15 hrs.)
Work in Ecology ________
________ ________
________ ________
________ ________
________ ________
________ ________

Mathematics
Essen. of Math, Mth. 221 (3) ________
Mth. 222 (3) ________
Mth. 223 (3) ________
Ed. 410 (2) ________

NAME ________________________

ADVISOR ________________________

Major Requirements

Intro. to Teaching, Ed. 329 (5) ________
Process of Teaching, Ed. 395 (7) ________
Ed. 396 (8) ________
Ed. 397 (3) ________
P.E. in the Grades, Ed. 344 (3)
Student Teaching, Ed. 415 (12) ________

MINOR (24 term hours)

AREA ________________________

Ed. 382	2	Span. 350	2
Ed. 325	5	Ed. 371	5
Span. 310	5	Span. 318	1
Span. 325	5		

ELECTIVES

____
____
____
____

APPENDIX B

Bilingual Education Concentration

Courses			Cr. Hour
ED. 382	Teaching English as a Second Language	A linguistic approach to the teaching of English as a second language with emphasis on sounds; pronunciation, intonation and structure; materials, methods, and techniques particularly applicable to the elementary bilingual classroom.	2
Ed. 325	Chicano Society and Culture	A study of the Chicano--Mexican-American in the United States today; important historical events, language, culture, music, religion, women, individualism, and diversity.	5
Span. 310	Spanish for Native Speakers	Specially designed for native Spanish-speaking Americans. Basic grammar and orthography, composition, techniques in transcription, vocabulary building, techniques in identifying and remedying errors, communication skills and business correspondence, advanced oral expression conducted in Spanish. Perq.: Native Spanish-speaker with some speaking and writing proficiency in Spanish, or consent of instructor.	5
Span. 325	Chicano Literature & Folklore	Exploration and discussion in Spanish of myths, folklore, traditions, and beliefs of the old Southwest and Mexico, leading into contemporary views of Chicano and Mexican works written in English and Spanish. Preq.: Spanish for native speakers, or consent of instructor.	5
Span. 350	Spanish Phoentics	Study of the Spanish sound system. Preq.: First-year Spanish or equivalent.	2
Ed. 371	Materials for Bilingual Instruction	Introduction to curriculum structure for the purpose of integrating the bilingual curriculum with the existing one. Purpose and direction of bilingual education based on existing model programs and current	5

Bilingual Education Concentration

Courses			Cr. Hour
Ed. 371	Materials for Bilingual Instruction (cont.)	research will be emphasized. Critical examiniation of available bilingual material in elementary and/or secondary teaching. Attention is placed on individualizing and adapting materials to specific classroom needs.	
Span. 318	Children's Literature in Spanish	Review of bilingual children's books, evaluation of the reading level, and selection of high interest reading materials. In conjunction with English 388 - Children's Literature in English. Preq.: Spanish for native speakers or consent of instructor.	1

Bilingual Practicum 209 required of all stipend students.
Bilingual Practicum 209 optional to all non-stipend students.
Bilingual Practicum 409 required of all students during spring term of senior year.

APPENDIX Ca

Schedule for Ontario and Nyssa

SEPTEMBER 24, 25, 26	Tue.	Wed.	Thurs.	Seminar Wed., 7 p.m.
Lindbergh		x		
May Roberts	x		x	
Nyssa		x		
OCTOBER 8-9	Tue.	Wed.		Seminar Tue., 6 p.m.
Lindbergh		x		Supervising teachers
May Roberts		x		Tue. 3-4 p.m.
Nyssa	x			May Roberts
OCTOBER 22, 23, 24	Tue.	Wed.	Thurs.	Seminar Wed., 6 p.m.
Lindbergh		x		
May Roberts		x	x	
Nyssa	x			
NOVEMBER 5, 6	Tue.	Wed.		Seminar Tues., 6 p.m.
Lindbergh		x		
May Roberts	x			
Nyssa		x		
NOVEMBER 19, 20, 21	Tue.	Wed.	Thurs.	Seminar Wed., 6 p.m.
Lindbergh		x		Supervising teachers
May Roberts	x			Tue. 2-4 p.m.
Nyssa			x	Lindbergh, Rm. 2
DECEMBER 10, 11, 12	Tue.	Wed.	Thurs.	Seminar Wed., 6 p.m.
Lindbergh			x	
May Roberts	x		x	
Nyssa		x		
DECEMBER 17-18				Seminar Tue., 6 p.m.

Ordinarily, meetings with supervising teachers and principals will be arranged as needed, or requested, when convenient within the above schedule.

Additional visits will be made as needed.

APPENDIX Cb

Schedule for Ontario and Nyssa

JANUARY 21, 22, 23	Tue.	Wed.	Thurs.	Seminar Wed., 7 p.m.
Lindbergh		x		Supervising teachers
May Roberts			x	Tue. 3-4 p.m.
Nyssa	x			Lindbergh

FEBRUARY 11, 12, 13	Tue.	Wed.	Thurs.	Seminar Wed., 7 p.m.
Lindbergh			x	
May Roberts	x		x	
Nyssa		x		

MARCH 11, 12, 13	Tue.	Wed.	Thurs.	Seminar Wed., 7 p.m.
Lindbergh	x			Supervising teachers
May Roberts	x		x	3-4 p.m., Wed.
Nyssa		x		2:45 Nyssa

APRIL 8, 9, 10	Tue.	Wed.	Thurs.	Seminar Wed., 7 p.m.
Lindbergh		x	x	
May Roberts		x	x	
Nyssa	x			

APRIL 29, 30, MAY 1	Tue.	Wed.	Thurs.	Fri.	Seminar Tue., 7 p.m.
Lindbergh	x		x		Supervising teachers
May Roberts	x		x	x	Wed., 2:45
Nyssa		x			May Roberts

MAY 20, 21, 22	Tue.	Wed.	Thurs.	Fri.	Seminar Thurs, 7 p.m.
Lindbergh		x	x		
May Roberts	x			x	
Nyssa		x	x		

Ordinarily, meetings with supervising teachers and principals will be arranged as needed, or requested, when convenient within the above schedule.

Additional visits will be made as needed.

	Woodburn	Teacher's Meeting	Principal
March 31	x	x	x
April 1	x		
May 12	x	x	x
June 2	x	x	x

Evaluator's Comments:

The results of the Bilingual Teacher Training Component indicate that the staff was involved in training bilingual teachers. In addition, the project library, with 3,000 bilingual books, texts, and curriculum guides was most impressive. With its computerized system, it is possible to update any material and get it ready for distribution. New books are carded, and all materials are updated.

Last year two students graduated as compared to five graduating this year. All graduates have been employed by school districts upon graduation.

Area Name: Washington County IED

County: Washington

Funding Allocated: $200,300

Project Beginning Date: September 3, 1974

Project Ending Date: June 6, 1975

School Session: Regular

Number of Migrant Students Enrolled: 483

Introduction:

The districts participating in the program included North Plains, Banks, Hillsboro Elementary, Hillsboro Secondary, Forest Grove, Groner, and Gaston. The total number of public school migrant pupils enrolled (483) was divided into grades K-12 as shown in Table 1. No nonpublic school migrant children participated in the program. Table 2 presents the number of certificated personnel employed in the program.

Table 1

MIGRANT STUDENTS ENROLLED

Grade	Enrolled	ADM
Preschool	46	20
First	37	28
Second	48	26
Third	47	22
Fourth	38	21
Fifth	52	29
Sixth	35	20
Seventh	43	25
Eighth	40	24
Ninth	34	23
Tenth	32	12
Eleventh	19	10
Twelfth	12	7
TOTAL	483	267

Table 2

CERTIFICATED PERSONNEL EMPLOYED

A. Bilingual	
1. Target Group	6
2. Other	0
B. English-speaking	
1. Target Group	0
2. Other	2
TOTAL	8

Supplementary statistical data gathered during the operation of the program are shown in Table 3.

Table 3

Supplementary Statistical Data

A. Total Bus Miles	925
1. Visual Examinations	114
2. Vision Referrals	378
B. Health Examinations	378
C. Health Referrals	378
D. Dental Examinations	186
E. Dental Referrals	2[illegible]
F. Breakfasts	0
G. Morning Snacks	0
H. Hot Lunches	0
I. Afternoon Snacks	0
J. No. of Teachers	8
K. No. of Aids	
1. Target	10
2. Other	3
3. Bilingual	12
Total Aides	13
L. No. of Volunteers	
1. Target Group	0
2. Other	1
Total Volunteers	1

Objectives and Evaluation Plan:

Preschool - Academic:

1. The program should improve the use of English as a second language when necessary.

2. The program should improve receptive and expressive language skills in standard English.

Tests were to be administered to evaluate the effects of the project on student academic needs. In some situations, Title I-M personnel would be responsible for pre- and post-tests. In other schools, test results obtained through the school's regular testing program were to be used to avoid duplication. The Preschool Academic Checklist, Northwest Syntax Screening Test, and a bilingual instrument were to be used.

Primary:

1. The program should improve use of English as a second language when necessary.

2. The program should improve use of receptive and expressive language skills in standard English.

3. The program should improve the ability to read, both in word analysis skills and in comprehension and understanding.

4. The program should give additional instruction in the content areas upon the request of the classroom teacher. (Instruction in all content areas is given in the North Plains self-contained Title I-M classroom.)

To evaluate these objectives, the tests presently in use in the various districts were to be used, including the Wide Range Achievement Test, Metropolitan, Metro '70, Informal Reading Inventory, Phonics Checklists, and Botel. All students were to be pre- and post-tested.

Intermediate:

The same objectives and evaluation were to be used as in the primary level.

Secondary:

1. Students should improve in communication skills.

2. Students should improve in the basic skills in content areas.

3. The program should give additional instruction in content areas in correlation with regular class curriculum.

To evaluate these objectives, a variety of tests were to be administered to students referred to Skills Centers for assistance in various subjects. These tests should have included Inter-American, Botel, WRAT Math and Spelling, Spache Phonics, Metro, and Gates-McGinitie. All students were to be pre- and post-tested.

Self-Concept:

To improve the self-concept of each child, Title I-M personnel must create a school setting in which the child feels comfortable enough to express himself, sees himself as a positive contributor to his classroom, and develops confidence in himself so that he can relate successfully to the world around him.

To evaluate this objective, teachers should have reported in narrative how students improved in attitude and participation in classroom and school-oriented activities.

Cultural Awareness:

The Title I-M project will continue to promote the acceptance of the culture of migrant families, especially when it follows traditions other than Anglo-Saxon. Goals are to increase communication by arranging parent/teacher conferences and meetings (with the aide as an interpreter), parent advisory meetings, and culture awareness in-service for local district personnel. The project will continue to seek and develop school materials relevant to all cultures represented in the total society.

To evaluate this objective, the project should have reported the types and number of culture awareness in-services presented in the county and the number of persons attending such in-services. Also, the number and type of parents' meetings and programs in the schools should be reported. Project teachers should have included in their narrative how cultural awareness was demonstrated within their teaching situations.

Ancillary Services:

Goals are to improve the quality of ancillary services rendered to migrant students through appropriate use of home/school consultants' time, through dental, medical, and optometric referrals, and careful budgeting of monies allocated for such services. Home/school consultants will also arrange for school supplies purchased with teaching supply monies.

To evaluate this objective, the amount of money spent on health services and the number of home visits made by home/school consultants and teachers during the school year should have been reported.

Methodology:

The Washington County Migrant Education Program was designed to meet the individual needs of migrant children in all grade levels. The program served students in seven different school districts. Each of the programs is described individually.

At North Plains Elementary School, in the North Plain Elementary District #70, one teacher and a teacher aide served children in grades one through three. Title I and I-M programs were coordinated to create two self-contained classrooms, one at the primary level and one at the intermediate level staffed by a Title I teacher serving children in grades four through six. Both rooms presented a full curriculum, with emphasis on language development and reading skills, relying heavily on a phonetic approach to reading. The primary room also used bilingual instruction with several entering first graders so that they could begin to read while they were involved in learning English as a second language. They participated in all school activities and programs. The rooms maintained a lower number of students so as to facilitate individualized instructions. Materials and activities included Cuisenaire Educational Games, Open Highways, Sullivan Series, puzzles, reading books, the Ginn Series, the Houghton Mifflin Series, the Macmillan Series, and the Peabody Kit. Cultural awareness was provided by using books written both in Spanish and in English.

At Hillsboro Elementary District, one teacher and three aides served I-M students in four schools. At W. L. Henry Elementary School, a teacher served students in grades K through six, teaching 42 students for 20 to 30 minutes each. All identified migrant students were pretested with a phonics test to determine who should be in the reading. Students in grades two through six were administered the Informal Reading Inventory. Those who scored below grade level on the Informal Reading Inventory received reading instruction. The materials and activities included the SRA, Sullivan Series, Harper & Roe, Distar, Word Cards, dittos, and teacher-made materials. For other subjects, the teacher used dittos and the student's text. Cultural activities were provided for the students through books, filmstrips, tape kits, and through the program Villa Alegre.

A teacher aide worked with students in grades one through six at Bosco and Barnes Elementary schools, tutoring students in the areas of reading, social studies, math, and science on a one-to-one basis for one-half hour. Another teacher aide worked with students in grades K through six at McKinney Elementary. The students received instruction in small groups in language arts. At David Hill Elementary, the aide tutored students in grades K through six in language arts under the teacher's supervision. The third aide worked with students in grades one through six who were pretested and referred by the teacher in the areas of language arts, math, science, and spelling for one-half hour to an hour.

The total program involved individual and small group tutoring, both in and out of the classroom, for short periods. The Title I-M staff supplied results of individual diagnostic testing to classroom teachers. The student's program was then coordinated with the classroom teacher's to provide supplemental assistance for those students weak in language, reading, and math. Students received instruction in learning English as a second language, in various language programs, Distar Reading I, individualized phonics programs, tutoring with classroom reading programs, and tutoring in basic math skills. The students also received instruction in cultural enrichment, were involved in arts and crafts projects, and took field trips throughout the year.

At Poynter Junior High School, in the Hillsboro Union High District #13JT, two teachers, two teacher aides, and several student tutors took charge of the Title I-M project at the secondary level. One of the teachers served as supervisor of the skill center, counseling one-half day at the senior and mid-high. The other teacher tutored the students in social studies in grades seventh and eighth, using the students' text and a workbook with the seventh graders. The two teacher aides tutored the students on a one-to-one basis and in small groups in ESL, language arts, math, and communication skills. All staff members had contracts with the students. If the assigned work was completed for the week, students were rewarded with one free period a week. The students used this time at the center for other enrichment activities of their choice. Referrals came to the center from teachers, counselors, administrators, and students themselves. Long term referrals were identified as those students who had severe problems, language or otherwise, and therefore, could not keep up with regular classroom work. Such referrals remained at least a term and most often the entire year. An individualized prescription was written according to the student's abilities. There was a continuous interaction between the referring teacher and the skills center staff. An excellent learning package was available to the student. A skill profile was also available for each student in all subjects.

At Cornelius and Joseph Gale Elementary School in the Forest Grove District #15, one teacher and three aides served thirty students. The main curriculum was language arts with emphasis on reading. Children were given individual and small group instruction outside of their regular classroom for approximately thirty minutes a day. Those students with more severe language difficulties were helped for longer periods of time. Programs used included Distar Reading I and II, Distar Language, Corrective Reading Program, language experience stories, individual phonics practice, and oral reading with classroom materials. Home visits were made by teachers and aides, and several meetings were held where administrators, teachers, counselors, and parents discussed how better to meet the migrant students' needs.

At Neil Armstrong Junior High School, one teacher and an aide worked with approximately eight students on an individual basis and in small groups. Their students entered school with no knowledge of English. They were enrolled in the regular junior high curriculum with afternoons set aside for learning English as a second language. During the morning periods, the staff attended the different classes with the students, serving as translators. They also translated class assignments, chapters in texts, and assigned articles. Materials used included films, workbooks, and SRA series. Also, tape records were used for the purpose of allowing the students to listen to themselves.

At Banks District #13, one aide served students at the elementary level on a referral basis from the students' regular classroom teachers. The aide operated out of the program's self-contained mobile classroom unit. In this way, the aide could travel to the different elementary schools, taking along all necessary materials. Instruction was on an individual or small group basis, using the students' regular texts as well as supplementary materials.

At Groner District 39, one aide provided individual instruction to students on a teacher referral basis. Primarily, tutorial help was given to the student in his regular classwork. Cultural awareness was provided by using Title I-M materials and teacher-made aids. Field trips were also provided for the students. The aide served as a translator for parent conferences and worked as a liaison between the school and home. The aide also translated all literature the school sent home with students, such as school notices and permission slips.

At Gaston District, one teacher aide provided individual and small group instruction to students in the elementary grades. Emphasis was on language arts as well as reading. Distar was primarily used along with regular classroom texts. The aide also taught Spanish to the youngsters and took them on field trips.

A countywide resource teacher served 344 students, working from 8 a.m. to 5 p.m. with different classrooms, administrators, agencies, and homes that were visited throughout the day. The teacher also worked with the teacher aides in many areas as needed or requested. The resource teacher aided the classroom teachers in testing and diagnosing students. However, final decision was left up to the individual teachers. The resource teacher was in charge of finding, ordering, and evaluating all new materials purchased, then working with whatever particular materials the teacher was utilizing. The resource teacher's main area of concern was to attempt to acculturate the existing programs and curriculum. New materials purchased and implemented in the classroom were fiction and nonfiction texts from Quinto Sol and Aztlan publications, and reference texts in Spanish or bilingual on music, art, biology, physics, history, literature, drama, and health. Other materials included bilingual cassettes and filmstrips on language arts, humorous stories, 16 millimeter movies on Chicanos, magazines in Spanish, bilingual comic books, bilingual coloring books, Peanuts in Spanish, and posters and flashcards for ESL.

Results:

Preschool:

1. The program should improve use of English as a second language when necessary.

2. The program should improve receptive and expressive language skills in standard English.

Table 4 presents the results of a student at Poynter Junior High who knew very little English. The student made considerable gain on the Preschool Academic Checklist and the Slossen Reading Test. Forty-six preschool students enrolled in Table I; however, very little data was submitted for this level.

Primary and Intermediate:

1. The program should improve use of English as a second language when necessary.

2. The program should improve use of receptive and expressive language skills in standard English.

3. The program should improve the ability to read, both in word analysis skills and in comprehension and understanding.

4. The program should give additional instruction in the content areas upon the request of the classroom teacher. (Instruction in all content areas is given in the North Plains self-contained Title I-M classroom.)

Tables 5 through 13 present the results for the primary and intermediate levels. The majority of the students made considerable gains in the areas assessed, even though some students did not speak any English when they entered school.

Secondary:

1. Students should improve in communication skills.

2. Students should improve in the basic skills in content areas.

3. The program should give additional instruction in content areas in correlation with regular class curriculum.

Tables 14 through 21 present the results for the secondary level. Most of the students made gains during the regular school year.

Self-Concept:

The program should improve the self-concept of each child. Observation of the students and the teacher's narrative suggest that attitudes and participation in class were very good.

Culture Awareness:

The Title I-M project will continue to promote the acceptance of the culture of migrant families, especially when it follows traditions other than Anglo-Saxon.

The Title I-M program used extensive Spanish/English records, films, filmstrips, 16 millimeter movies and books written in both English and Spanish. Culture awareness was an integral part of the curriculum.

Ancillary Services:

Goals are to improve the quality of ancillary services rendered to migrant students. Information on student referrals can be found in Table III. The home/school counselors are extremely efficient and dedicated.

Table 4
Preschool Academic Checklist
Poynter Junior High

Subject	Pre	Post	Gain
1	64	147	83
			$\bar{x}$ = 83

Slossen Reading Test
(Grade Equivalent Scores)

Subject	Test	Pre	Post	Gain
1	1	.7	3.0	2.3
	2	3.8	4.6	.8
	3	3.8	4.0	.2
	4	4.7	5.8	1.1
				$\bar{x}$ = 1.1

Table 5
Gates-MacGinitie Reading Test
(Grade Equivalent Scores)
Gaston District 511J
Vocabulary and Comprehension

Grade 2: **Vocabulary**

Subject	Pre	Post	Difference
1	1.3	2.6	1.3
2	1.4	3.6	2.2
3	1.3	2.3	1.0
			$\bar{x}$ = 1.5
	Comprehension		
1	1.8	2.5	.7
2	1.3	3.1	1.8
3	1.9	2.4	.5
			$\bar{x}$ = 1.0

Grade 3: **Vocabulary**

Subject	Pre	Post	Difference
1	1.5	3.2	1.7
2	1.5	2.8	1.3
			$\bar{x}$ = 1.5
	Comprehension		
1	1.3	2.5	1.2
2	2.6	2.8	.2
			$\bar{x}$ = .7

Table 6
Metropolitan Reading Test
Pre-Test F - Post-Test G
(Grade Equivalent Scores)
North Plains Elementary District #70

Grade 2:

Subject	Pre	Post	Difference
1	1.5	1.5	0.0
			$\bar{x}$ = 0.0

Grade 3:

Subject	Pre	Post	Difference
1	1.2	3.2	2.0
2	2.8	3.3	.5
3	1.5	2.9	1.4
4	1.1	3.5	2.4
5	1.3	1.9	.6
			$\bar{x}$ = 1.4

Table 7
Metropolitan Math Test
Pre-Test F - Post-Test G
(Grade Equivalent Scores)
North Plains Elementary District #70

Grade 2:

Subject	Pre	Post	Difference
1	2.0	2.0	0.0
			$\bar{x}$ = 0.0
Grade 3:			
1	2.5	3.4	1.1
2	1.3	2.0	.7
3	2.8	2.6	-.2
4	1.8	3.1	1.3
5	2.4	2.6	.2
6	3.2	3.1	-.1
			$\bar{x}$ = .5

Table 8
Metropolitan Achievement Test
Banks District #15
(Grade Equivalent Scores)

Grade 2:

Subject	Pre	Post	Difference
Word Knowledge			
1	1.6	3.0	1.4
2	2.0	2.3	.3
			$\bar{x}$ = .8
Word Analysis			
1	2.0	3.0	1.0
2	2.4	3.0	.6
			$\bar{x}$ = .8
Reading			
1	1.8	1.6	.2
2	1.9	2.7	.8
			$\bar{x}$ = .5
1 and 3 Total Reading			
1	1.8	2.7	.9
2	2.0	2.4	.4
			$\bar{x}$ = .6
Total Math			
1	2.4	5.9	3.5
2	2.7	5.9	1.6
			$\bar{x}$ = 2.4

Table 9
Metropolitan Achievement Test
Banks District #15
(Grade Equivalent Scores)

Grade 3:

Subject	Pre	Post	Difference
1			
Word Knowledge	2.7	3.5	.8
Word Analysis	2.5	3.4	.9
Reading	2.5	2.6	.1
1-3 Total Reading	2.5	2.8	.3
Spelling	2.2	3.6	1.4
Math Comp.	2.6	4.2	1.6
Math Concepts	3.1	6.5	3.4
Math Problem Solving	3.2	7.2	4.0
5-6-7 Total Math	2.8	7.5	4.7

Grade 6: Engelman-Becker Corrective Reading Test

Subject	Pre (12-74)	Post(5-75)
1	34 errors	11 errors (Now Third Grade)

Table 10
Stanford Achievement Test
Groner District #39
(Grade Equivalent Test)

Grade 2:

Subject	Pre	Post	Difference
1	1.6	2.1	.5
2	1.1	1.6	.5
		$\bar{x}$ =	.5

Grade 3:

Subject	Pre	Post	Difference
1	2.4	2.9	.5
		$\bar{x}$ =	.5

Grade 4:

Subject	Pre	Post	Difference
1	3.6	4.3	.7
2	3.3	3.8	.5
		$\bar{x}$ =	.5

Grade 5:

Subject	Pre	Post	Difference
1	4.5	5.4	.9
2	3.4	4.6	1.2
3	3.6	4.4	.8
4	3.1	4.2	1.1
5	4.4	5.2	.8
		$\bar{x}$ =	.96

Table 11
Phonic Inventory Test
Hillsboro Elementary District #7

Grade 1:

Subject	Pre	Post	Difference
1	13	28	15
2	38	37	-1
3	12	46	34
			$\bar{x}$ Gain = 16
			Range -1-34
Grade 2:			
1	29	50	21
2	5	83	78
3	21	81	60
			$\bar{x}$ Gain = 53
			Range 21-60
Grade 3:			
1	39	85	46
2	55	81	26
3	59	89	30
4	23	56	33
5	83	94	11
6	41	62	21
7	72	80	8
			$\bar{x}$ Gain = 25
			Range 8-46

Table 11
Continued

Grade 4:

Subject	Pre	Post	Difference
1	88	97	9
2	25	35	10
3	50	95	45
4	31	68	37
5	44	88	44
			$\bar{x}$ Gain = 29
			Range 9-45

Grade 5:

Subject	Pre	Post	Difference
1	57	95	38
2	51	82	31
3	65	87	22
4	89	92	3
			$\bar{x}$ = 23.5
			Range 3-38

Grade 6:

Subject	Pre	Post	Difference
1	98	97	-1
2	32	85	53
3	81	93	12
4	78	88	10
			$\bar{x}$ = 18.5
			Range -1-53

Table 12
Reading Inventory (Silvaroli)
Hillsboro Elementary District #7

Subject	Independent Pre/Post	Instructional Pre/Post	Frustrational Pre/Post
Grade 1:			
1	PP/PP	PP/PP	PP/P
2	PP/PP	PP/P	PP/1
Grade 2:			
1	PP/PP	PP/P	P/1
Grade 3:			
1	PP/1	P/2	1/3
2	PP/1	1/2	2/3
Grade 4:			
1	PP/1	P/2	1/3
2	2/3	3/4	4/5
3	1/3	2/3	3/4
4	4/6	5/6	6/8
5	4/6	5/7	6/8
6	PP/2	P/2	1/3
7	3/4	4/6	5/7
8	4/5	5/6	6/8
9	2/2	3/3	4/4

P = Primer
PP = Pre-Primer

Table 13
Botel Reading Test
Forest Grove District #15

Grade 1:

Subject	Pre	Post
1	P	P
2	P	P
3	P	1st Reader
4	P	1st Reader
5	P	1st Reader
6	P	P
7	P	P
8	P	P

Grade 2:

1	P	P
2	P	2[1]
3	P	P
4	P	P
5	P	3[1]
6	P	1st Reader
7	P	2[1]
8	P	P
9	P	2[1]
10	P	P
11	P	1st Reader

Grade 3:

1	P	1st Reader
2	P	P
3	1st Reader	1st Reader
4	P	P
5	Not Tested, Knew No English	2[2]
6	P	1st Reader

Table 13
Continued

Grade 4:

Subject	Pre	Post
1	P	1st Reader
2	1st Reader	1st Reader
3	2^2	3^1
4	1st Reader	3^2
5	2^1	3^2
6	3^2	3^2
7	1st Reader	4^1
8	1st Reader	4^1
9	1st Reader	4^1
10	2^2	4^1
11	2^2	4^1
12	3^1	5^1

Grade 5:

Subject	Pre	Post
1	2^1	2^1
2	4^1	4^1
3	2^1	4^1
4	1st Reader	6^1
5	P	1st Reader
6	Not Tested, Knew No English	4^1
7	P	5^1

Grade 6:

Subject	Pre	Post
1	Not Tested, Knew No English	4^1
2	2^1	6^1
3	1st Reader	5^1
4	3^1	6^1

Table 14
Inter-American Test of General Abilities
Hillsboro Union High District #7
East Junior High School

Subject	Pre	Post	Difference
1	74	68	-6
2	67	65	-2
3	99	109	10
4	70	86	16
5	91	88	-3
6	81	75	-6

$\overline{x}$ Gain = 1.5
Range = -2-16

Table 15
Inter-American Test of General Abilities
Hillsboro Union High District #7
Poynter Junior High
Grades 7-8

Subject	Pre	Post	Difference
1	66	63	-3
2	52	54	2
3	31	56	25
4	41	67	26
5	28	35	7
6	66	81	15
7	63	58	-5
8	77	82	5
9	54	74	20
10	51	82	31
11	58	68	10
12	55	59	4
13	56	63	7
14	84	82	-2

$\bar{x}$ Gain = 11.42
Range = -2-31

Table 16
Wide Range Achievement Test
Hillsboro Union High District #7
Poynter Junior High

Subject	Pre	Post	Difference
		Spelling	
1	5.7	3.7	2.0
2	1.8	3.0	1.2
3	3.0	4.5	1.5
4	2.7	3.0	.3
5	3.3	4.0	.7
6	5.3	6.3	1.0
			$\overline{x}$ = 1.1
		Math	
1	5.9	5.9	0.0
2	4.5	4.7	.2
3	4.7	5.0	.3
4	4.2	5.0	.8
5	5.5	14.2	8.7
6	4.5	7.6	3.1
7	5.3	5.7	.4
8	7.2	10.7	3.5
9	4.5	3.7	-.8
10	4.5	2.5	2.0
			$\overline{x}$ = 2.9

Table 17
Woodcock Reading Test
Hillsboro Union High District #3JT
Poynter Junior High
Grades 7-8

Subject	Pre	Post	Difference
1	3.6	4.2	.6
2	1.6	2.9	1.3
3	3.7	4.3	.6
4	4.1	5.2	1.1
5	2.3	2.9	.6
6	3.7	4.7	1.0
			$\bar{x}$ = .87

Table 18
Gates-MacGinitie Reading Test
Hillsboro Union High District #3JT
Poynter Junior High
Grades 7-8

Subject	Pre	Post	Difference
1	3.4	3.4	0.0
2	3.1	4.3	1.2
3	2.9	2.9	0.0
4	5.1	6.6	1.5

x = .61

Table 19
Inter-American Test of General Abilities
Hillsboro Union High District #7
Hillsboro Mid-High
Grades 9-10

Subject	Pre	Post	Difference
1	60	77	17
2	80	95	15
3	106	108	2
4	51	70	19
5	33	61	28
6	68	57	-11
7	75	63	-12
8	90	65	-25
9	84	82	-2
10	78	46	-32
11	114	85	-29

$\bar{x}$ Gain = -2.72
Range = -2-28

Table 20
Inter-American Test of General Abilities
Hillsboro Union High District #7
Hillsboro High School
Grades 11-12

Subject	Pre	Post	Difference
1	34	103	19
2	49	46	-3
3	85	87	2
4	71	77	6

$\bar{x}$ Gain = 6
Range = -3-19

Table 21
Botel Reading Test
Forest Grove District #15

Subject	Pre	Post
Reading		
1	5	4
2	3^1	3^2
3	4	4
4	2^1	5
5	2	4
6	4	5
7	2^1	3^1
8	3^1	5
9	2^1	3^1
10	4	6
11	5	5
12	6	5
13	3^1	4
14	4	6
15	5	6
16	6	6
17	5	5
18	4	5
19	5	6
Listening		
1	5	4
2	2^2	2^4
3	5	6
4	2^1	5
5	2	4
6	6	6
7	2^1	3^2
8	3	6
9	2	2^2
10	4	4
11	5	5
12	5	6
13	3^1	4
14	3^2	4
15	6	6
16	6	6
17	3^1	5
18	4	3^2
19	5	6

Evaluator's Comments:

Washington County conducted a very successful program. The test results indicate growth in the areas assessed. The countywide resource teacher did an excellent job coordinating the resources available at each school district. Also, the three home/school consultants contributed a great deal to the program.

The evaluative data which was submitted was complete and can be adequately utilized. There was great improvement over last year's data. This year's staff did a fine job.

Area Name: Yamhill County IED

County: Yamhill

Funding Allocated: $206,725

Project Beginning Date: September 5, 1974

Project Ending Date: June 6, 1975

School Session: Regular

Number of Migrant Students Enrolled: 344

Introduction:

Amity School District #4J, Dayton 8, and McMinnville 40 School District were the districts participating in the program. The total number of public school migrant students enrolled (344) was divided into grades K-12 as shown in Table 1. Table 2 presents the number of certificated personnel employed in the program.

Table 1

MIGRANT STUDENTS ENROLLED

Grade	Enrolled	ADM
Preschool	56	40
First	37	28
Second	23	17
Third	26	21
Fourth	32	24
Fifth	29	22
Sixth	26	19
Seventh	21	16
Eighth	35	28
Ninth	18	16
Tenth	15	11
Eleventh	14	10
Twelfth	12	8
TOTAL	344	260

Table 2

CERTIFICATED PERSONNEL EMPLOYED

A.	Bilingual	
	1. Target Group	1
	2. Other	0
B.	English-Speaking	
	1. Target Group	0
	2. Other	3
TOTAL		4

Supplementary statistical data gathered during the operation of the program are shown in Table 3.

Table 3

SUPPLEMENTARY STATISTICAL DATA

A.	Total Bus Miles	19,000	- To transport county-wide preschool only
B.	Health Examinations	96	
C.	Health Referrals	32	
D.	Dental Examinations	89	
E.	Dental Work Completed	79	
F.	Vision Checks	40	
G.	Glasses Fitted	25	
H.	Morning Snacks	7,200	- Preschool only
I.	Hot Lunches	23,400	
J.	Afternoon Snacks	7,200	- Preschool only
K.	No. of Teachers	3	
L.	No. of Aides		
	1. Target Group	7	
	2. Other	12½	
	3. Bilingual	7	
	Total Aides	19½	
M.	No. of Volunteers		
	1. Target Group		
	2. Other	3	
	Total Volunteers	3	

Objectives and Evaluation Plan:

Preschool:

1. The student will show improvement in his academic preschool ability.

To evaluate this objective, all students were to be administered the Preschool Academic Checklist upon entering the program. Students were to be post-tested, and continual evaluation would be provided by use of a checklist. Improvement was to be reported as to the amount of growth shown on the checklist.

2. The student should show improvement in his receptive and expressive standard English development.

To evaluate this objective, all students were to be administered the Northwest Syntax Screening Test upon entering the program. For students scoring above the 75 percentile in receptive language, the major emphasis in their instructional program would be in expressive language development. Students were to be post-tested, and continual evaluation would be conducted by use of a checklist. Improvement was to be reported as to the amount of growth shown in receptive and/or expressive language.

Elementary:

1. The student's receptive and expressive standard language development should improve.

To evaluate this objective, all students were to be administered the Northwest Syntax Screening Test upon entering the program. For students scoring above the 75 percentile in receptive language, the major emphasis would be in the expressive language development. Students were to be post-tested, and continual evaluation would be conducted by use of a checklist. Improvement was to be reported as to the amount of growth shown in receptive and/or expressive language.

2. The student's reading ability in standard English should improve.

To evaluate this objective, students scoring above the 75 percentile in both receptive and expressive language as measured by the Northwest Syntax Screening Test, would be administered a reading test. Students were to be post-tested, and continual evaluation of reading growth was to be conducted by use of a reading skills checklist. Improvement was to be reported as to the number of reading skills acquired.

Methodology:

The migrant project in Yamhill County conducted educational programs for migrant students in Newby, Adams, Cook, Columbus, and Memorial Elementary Schools, at Dayton Preschool, and Grade School, and at McMinnville Junior and Senior High Schools.

At Newby Elementary School, two teacher aides worked with students on a one-to-one basis and in small groups with students in grades K-6 concentrating in the areas of English, math, and reading. These aides worked very closely under the teacher's supervision.

At Adams Elementary School, a teacher aide worked with students in grades four-six in reading on an individual basis. The aide also performed playground duty and did some clerical work for the fifth and sixth grade teachers.

At Cook Elementary School, a teacher aide worked with students in the first grade under teacher supervision. The aide's duties consisted of teaching the alphabet, reading, using the System 80 (record and slides), and occasionally participating in playground duty.

At Columbus Elementary School, a teacher aide worked with students in grades one-three under teacher supervision. The task performed was tutoring the students in reading, math, and art on a one-to-one basis and in small groups.

At Memorial Elementary School, three part-time teacher aides worked with students in grades one-six in the areas of math, reading, spelling, and science on a one-to-one basis and in small groups under teacher supervision. The Manzanita Skill Program was used at Memorial. Later in the year, two of the aides were transferred to Cook Elementary School due to the increase of students at this site.

At Dayton Preschool, a teacher and three teacher aides worked with preschool students, ages four and five, in social studies, health, music, language arts, physical education, art, and science. The teacher determined the placement of the student by pretesting using the Preschool Academic Checklist, teacher-made instruments, and interviews with the children. All five-year-olds and some four-year-olds also attended the reading lab for 40 minutes once a week at Dayton Grade School. The children were again diagnosed, and the results submitted to the teacher. All of this tutoring was to prepare the children for first grade. The materials and activities that were used at this site were the Aux-Mark III for reading readiness, the Peabody Kit, Distar, Development Learning Materials, Modern School Math, teacher-made materials, games, alphabet, student-made booklets, and Continental Press. Cultural activities were also provided by showing the children films, singing, dancing, oral drills in both English and Spanish, identifying and using numbers, colors, the alphabet, and vowels. The teacher aides worked with the children individually and in small groups.

Dayton Grade School, a Title I reading lab serving students in grades preschool through sixth, employed a coordinator, teacher assistant, and three teacher aides. The teacher assistant's responsibilities were to maintain all records of the learning lab including schedules, attendance, time tests, and results. The teacher assistant also scheduled students into learning labs, assigned them to aides and tutors, and assisted teacher aides in preparing lesson plans, procedures, problems, record keeping, and testing. Also, trained aides developed new games and materials, maintained communication between classroom teachers and learning lab, and worked with students as time allowed or as needed. Two of the teacher aides worked in the reading lab, the other in the math lab. Individualized and small group instruction was provided for these students.

Amity Grade School employed two teacher aides. One aide worked with first grade students in a reading lab and tutored seventh and eighth grade students on a one-to-one basis in subject matter. The other aide tutored students in grades one-six in reading. Two days out of the week, a first grade student who spoke no English was tutored at Hopewell.

McMinnville Junior High School employed a teacher/home school consultant who worked as an English teacher for half a day, tutored about 40 students, and performed the duties of a home/school consultant.

At McMinnville Senior High School, a certificated teacher worked with students in grades ten-twelve, tutoring them on a one-to-one basis and in small groups and helping them locate materials in the library. Such students were referred for tutoring by the teacher, counselor, or by student request. Twelfth graders who had incomplete credits were tutored to allow them to receive credit for the course.

Results:

Preschool:

1. The child should show improvement in his academic preschool ability.

Table 4 presents the results of the Preschool Academic Checklist for 44 students in Dayton Preschool.

2. The child should show improvement in his receptive and expressive standard English development.

Table 5 presents the results of the Northwest Syntax Screening Test for 37 students in Dayton Preschool.

Elementary:

1. The student's receptive and expressive standard language development should improve.

2. The student's reading ability in standard English should improve.

The Northwest Syntax Screening Test was to have been administered according to the proposal. However, other tests were administered as shown in the following tables.

Table 6 presents the results of the Gates-MacGinitie Reading Scores for Dayton Grade School in vocabulary and comprehension for students in grades one-three.

Table 7 presents the results of the Gates-MacGinitie Reading Test Scores for Dayton Grade School for students in grades two-six.

Table 8 presents the results of the Key-Math Diagnostic Arithmetic Test for Dayton Grade School for students in grades one-six.

Table 9 presents the results of the Metropolitan Reading Readiness Test for Newby Elementary School for students in Grades two-six.

Table 10 presents the results of the Gates-MacGinitie Reading Scores for Adams Elementary School for two students in the third grade.

Table 11 presents the results of the Gates-MacGinitie Reading Scores for Memorial Elementary School for grades two, three, four, and six.

Table 12 presents the results of the Gates-MacGinitie Reading Scores for Cook Elementary for students in grades two-five.

Table 13 presents the results of the SRA Reading Scores for Cook Elementary for students in grades three-six.

Table 14 presents the results of the SRA Math Scores for Cook Elementary for students in grades three, four, and six.

Table 15 presents the results of the Army Beta Test in reading and problem solving for students in Dayton Junior and Senior High School.

Table 16 presents the results of the Iowa Test of Educational Development which includes composition, reading, language arts, mathematics, social studies, science, and sources for students at McMinnville High School.

Table 17 presents the results of the SRA Assessment Survey for students at McMinnville Junior High which includes reading, mathematics, language arts, and social studies.

Table 4
Preschool Academic Checklist
Summary Sheet

Area: Yamhill CA:
School: Dayton Preschool
Total Students Tested: 44

Task	Pre	Post	Gain
Knows His Name	36	40	4
Arithmetic			
Counting 1-10	35	41	6
Counting 11-20	30	36	6
Counting 21-30	9	12	3
Counting 31-40	6	10	4
Counting 41-50	3	6	3
Counting Objects 1-20	9	34	25
Naming Numerals 1-20	4	15	11
Matching Numerals to Objects 1-5	14	38	24
Recognizing Shapes			
Circle	38	41	3
Square	35	40	5
Triangle	26	38	12
Rectangle	10	32	22
Recognizing Size			
Big	41	43	2
Little	40	43	3
Knowledge of Time			
Morning	10	27	17
Noon	10	29	19
Night	18	33	15
Telling Time			
Clock 1- 9:00 or 11:45	4	19	15
Clock 2- 4:30	4	12	8
Recognizing Coin Money			
Penny	40	43	3
Nickel	32	40	8
Dime	26	40	14
Knowledge of Money			
Five pennies/one nickel	19	34	15
Dime/two nickels	11	30	19
Reading			
Recognizing Right and Left			
Right	29	39	10
Left	26	37	11
Recognizing Difference			
Words and Pictures	26	41	15
Recognizing the Same and Difference			
Shapes	43	44	1
Letters	23	40	17
Recognizing Letters			
a	7	35	28
i	6	31	25
n	2	23	21
p	6	25	19
t	7	29	22
m	5	32	27

Task	Pre	Post	Gain
Recognizing Sounds			
s	6	33	27
m	1	28	27
t	3	23	20
n	1	15	14
p	1	20	19
d	1	21	20
Recognizing Words			
cat	1	12	11
dog	2	9	[illegible]
red	2	20	18
chair	1	6	5
door	1	6	5
boy	1	8	7
girl	2	8	6
Writing			
Writing First Name	8	38	30
Writing Numbers 1-10	4	32	28
Writing Numbers 11-20	2	18	16
Writing Letters A-Z	2	17	15
Colors			
Identify by Pointing			
red	37	42	5
blue	39	40	1
green	39	41	2
orange	38	42	4
yellow	36	42	6
white	36	41	5
black	39	41	2
brown	38	41	3
Identify by Naming			
orange	38	42	4
black	39	41	2
red	37	42	5
green	39	41	[illegible]
yellow	36	42	[illegible]
blue	39	40	1
brown	38	41	3
white	36	41	5

Total Gain 793

Average Gain Per Student 18.02

Table 5
Northwestern Syntax Screening Test
Dayton Preschool

Number of Students: 37

	Receptive			Expressive		
Subject	Pre	Post	Difference	Pre	Post	Difference
1	21	20	9	28	36	8
2	26	34	8	30	38	8
3	20	32	12	27	35	8
4	25	33	8	26	36	10
5	18	21	3	17	22	5
6	27	33	6	29	36	7
7	23	37	14	24	36	12
8	12	19	7	21	absent	-
9	18	22	4	4	8	4
10	23	32	9	16	23	7
11	17	25	8	21	28	7
12	31	39	8	32	40	8
13	14	18	4	10	absent	-
14	21	33	12	32	40	8
15	25	37	12	25	36	11
16	26	37	11	26	35	9
17	21	35	14	21	37	16
18	17	23	6	7	12	5
19	20	29	9	23	31	8
20	24	32	8	27	33	6
21	27	37	10	28	38	10
22	16	22	6	2	6	4
23	22	32	10	31	38	7
24	18	22	4	18	26	8
25	12	19	7	2	8	6
26	26	36	10	21	34	13
27	19	26	7	19	28	9
28	17	23	6	10	17	7
29	18	23	5	27	33	6
30	25	38	13	24	36	12
31	21	30	9	14	28	14
32	26	34	8	18	21	3
33	24	34	10	26	32	6
34	27	38	11	28	38	10
35	25	36	11	21	36	15
36	18	26	8	18	25	7
37	14	22	8	21	28	7

	Receptive	Expressive
$\bar{x}$ =	8.5	8.3
Range =	3-14	3-16

Table 6
Gates-MacGinitie Reading Scores
(Grade Equivalent Scores)
Dayton Grade School

Grade 1: Vocabulary

Subject	Pre	Post	Difference
1	1.6	2.5	
Grade 2:			
1	2.0	3.7	1.7
2	1.4	2.6	1.2
3	1.5	2.0	0.5
4	1.6	2.6	1.0
5	1.3	1.2	-0.1
		Average Gain =	0.86
Grade 3:			
1	1.6	1.7	
2	3.6	3.4	
		Average Gain =	2.55
Grade 1:	Comprehension		
1	1.4	3.4	2.0
Grade 2:			
1	1.3	2.6	
2	1.4	1.9	
3	1.3	3.1	
4	1.7	2.7	
5	1.5	1.7	
		Average Gain =	2.4
Grade 3:			
1	2.7	5.0	2.3

Table 7
Gates MacGinitie Reading Test
(Grade Equivalent Scores)
Grades 2-6
Dayton Grade School

Subject	Pre	Post	Difference
Grade 2:			
1	1.5	2.9	1.4
2	.6	2.6	1.0
3	.7	1.9	1.2
4	.8	1.7	.9
5	.9	3.5	2.6
6	.6	1.9	1.3
7	1.6	3.2	1.6
8	1.4	2.7	1.3
9	1.4	2.5	1.1
10	1.5	2.7	1.2
11	1.4	1.4	0.0
			$\bar{x}$ = 1.2
Grade 3:			
1	3.1	4.2	1.1
2	3.1	5.4	2.3
3	.2	3.4	2.7
			$\bar{x}$ = 2.0
Grade 4:			
1	3.0	2.3	-.7
2	2.8	2.7	-.1
3	2.5	2.7	.2
			$\bar{x}$ = -0.6

Table 7 (continued)
Gates-MacGinitie Reading Test
(Grade Equivalent Scores)
Grades 2-6
Dayton Grade School

Grade 5:

Subject	Pre	Post	Difference
1	3.4	3.5	.1
2	2.6	3.3	.7
3	2.7	3.5	.8
4	2.0	3.0	1.0
5	3.3	4.0	.7
6	3.0	4.1	1.1
7	3.6	3.9	.3
			$\bar{x}$ = 0.67

Grade 6:

Subject	Pre	Post	Difference
1	2.5	2.9	.4
			$\bar{x}$ = .4

Table 8
Key-Math Diagnostic Arithmetic Test
(Grade Equivalent Scores)
Grades 1-6
Dayton Grade School

Grade 1:

Subject	Pre	Post	Difference
1	1.1	2.3	1.2
2	1.5	2.3	.8
3	1.0	2.2	1.2
			$\bar{x}$ = 1.0
Grade 2:			
1	2.2	3.2	1.0
2	2.5	3.5	1.0
3	2.4	3.3	.9
4	2.3	2.7	.4
5	1.9	2.3	.4
6	2.6	3.3	.7
			$\bar{x}$ = 0.73
Grade 3:			
1	2.0	2.7	.7
2	2.5	3.4	.9
3	3.9	4.9	1.0
			$\bar{x}$ = 0.86

Table 8 (continued)
Key-Math Diagnostic Artithmetic Test
(Grade Equivalent Scores)
Grades 1-6
Dayton Grade School

Grade 4:

Subject	Pre	Post	Difference
1	3.5	4.3	.8
2	4.0	4.8	.8
3	3.1	3.8	.7
4	2.2	3.6	1.4
			$\overline{x}$ = 0.9
Grade 5:			
1	3.0	3.6	.6
2	3.9	5.6	1.7
3	4.6	6.7	2.1
4	3.8	5.4	1.6
5	4.6	5.8	1.2
			$\overline{x}$ = 1.44
Grade 6:			
1	4.0	4.9	.9
			$\overline{x}$ = .9

Table 9
Metropolitan Reading Readiness Test
(Grade Equivalent)
Newby Elementary School

	Word Knowledge			Word Analysis		
Subject	**Pre**	**Post**	**Difference**	**Pre**	**Post**	**Difference**
Grade 2:						
1	1.3	1.8	0.5	1.1	1.6	0.5
2	1.5	1.6	0.1	1.3	2.0	0.7
			$\overline{x}$ = 0.3			$\overline{x}$ = .6
Grade 3:						
1	2.6	5.4	2.8		----	
2	2.7	3.0	0.3		----	
3	2.3	3.3	1.0		----	
			$\overline{x}$ = 1.4			
Grade 4:						
1	2.6	3.2	0.6	2.5	3.0	0.5
2	3.8	5.4	1.6	3.7	4.6	0.9
3	2.5	2.7	0.2	3.2	2.9	-0.3
4	3.0	3.0	0.0	3.6	3.2	-0.4
			$\overline{x}$ = 0.6			$\overline{x}$ = 0.7
Grade 6:						
1	3.7	3.8	0.1	4.1	4.8	0.7
2	3.7	4.5	0.8	5.5	6.9	1.4
3	3.9	4.2	0.3	4.1	5.1	1.0
			$\overline{x}$ = 0.4			$\overline{x}$ = 1.0

Table 10
Gates-MacGinitie Reading Scores
Adams Elementary School

Grade 3:	Reading			Vocabulary			Comprehension		
Subject	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
1	3.4	4.8	1.4	3.3	5.5	2.2	3.2	4.1	0.9
2	2.4	3.5	1.1	2.5	3.2	0.6	2.0	4.3	2.3
		$\bar{x}$ =	1.25		$\bar{x}$ =	1.4		$\bar{x}$ =	1.6

Table 11
Gates-MacGinitie Reading Scores
(Grade Equivalent)
Memorial Elementary

Grade 2:

Subject	Pre	Post	Difference
1	1.9	3.1	1.2
2	1.6	4.3	2.7
3	1.3	2.4	1.1
4	0.0	2.1	2.1
			$\bar{x}$ = 1.8

Grade 3:

Subject	Pre	Post	Difference
1	2.0	2.8	.8
2	1.5	2.7	1.2
3	1.6	3.2	1.6
4	2.2	3.2	1.0
			$\bar{x}$ = 1.15

Grade 4:

Subject	Pre	Post	Difference
1	3.5	4.6	1.1
2	3.8	4.6	.8
3	4.5	4.0	-.5
4	3.2	5.5	2.3
			$\bar{x}$ = 0.925

Grade 6:

Subject	Pre	Post	Difference
1	3.5	7.0	3.5
2	3.5	6.3	2.8
3	4.5	4.8	.3
4	4.5	4.1	-.4
5	4.6	5.5	.9
6	3.5	4.9	1.4
7	4.7	4.5	.2
8	3.6	2.6	-1.0
			$\bar{x}$ = 0.96

Table 12
Gates-MacGinitie Reading Scores
(Grade Equivalent)
Grades 2-5
Cook Elementary

Grade 2:

Subject	Pre	Post	Difference
1	1.4	2.2	.8
			$\bar{x}$ = 0.8
Grade 3:			
1	2.5	3.5	1.0
2	1.8	2.1	.3
3	2.0	2.5	.5
4	2.3	3.7	1.4
			$\bar{x}$ = 0.8
Grade 4:			
1	2.9	4.6	1.7
2	2.5	3.1	.6
3	1.3	3.3	2.0
			$\bar{x}$ = 1.43
Grade 5:			
1	3.9	5.4	1.6
2	3.9	5.5	1.7
3	3.8	5.4	1.5
			$\bar{x}$ = 1.6

Table 13
SRA Reading Scores
(Grade Equivalent)
Grades 3-6
Cook Elementary

Grade 3:

Subject	Pre	Post	Difference
1	2.5	3.1	.6
2	1.6	2.2	.6
3	1.8	2.3	.5
4	2.7	3.5	.8
			$\bar{x}$ = 0.6

Grade 4:

Subject	Pre	Post	Difference
1	2.1	2.4	.3
2	2.1	2.1	0.0
			$\bar{x}$ = 0.3

Grade 5:

Subject	Pre	Post	Difference
1	2.9	3.2	.3
2	5.5	6.3	.8
3	3.7	5.3	1.2
4	3.9	4.8	.9
			$\bar{x}$ = 0.8

Grade 6:

Subject	Pre	Post	Difference
1	3.6	5.9	2.3
			$\bar{x}$ = 2.3

Table 14
SRA Math Scores
(Grade Equivalent)
Cook Elementary

Grade 3:

Subject	Pre	Post	Difference
1	2.8	3.5	.7
2	1.3	2.2	.9
3	1.7	3.2	1.5
4	1.8	3.2	1.4
			$\bar{x}$ = 1.1
Grade 4:			
1	4.1	4.6	.5
2	3.4	3.6	.2
			$\bar{x}$ = 0.35
Grade 6:			
1	4.6	5.7	1.1
			$\bar{x}$ = 1.1

Table 15
Army Beta Test
Reading and Problem Solving
(Raw Scores)
Dayton Junior and Senior High

Grade 7:

Subject	Pre	Post	Difference
1	27	40	13
2	27	40	13
3	31	40	9
4	30	40	10
5	36	40	4

* 40 Possible Points Average Gain $\bar{x}$ = 9.8

Grade 8:

1	24	40	16
2	22	40	18
3	32	40	8

* 40 Possible Points $\bar{x}$ = 14

Grade 9:

1	34	40	6

* 40 Possible Points $\bar{x}$ = 6

Grade 10:

1	30	40	10
2	33	40	7

* 40 Possible Points $\bar{x}$ = 8.5

Table 15 (continued)
Army Beta Test
Reading and Problem Solving
(Raw Scores)
Dayton Junior and Senior High

Grade 11:

Subject	Pre	Post	Difference
1	27	40	13
2	33	40	7
3	32	40	8
4	34	40	6
5	31	40	9

* 40 Possible Points $\bar{x}$ = 8.6

Grade 12:

1	32	40	

* 40 Possible Points $\bar{x}$ = 8

Table 16
Iowa Test of Educational Development
McMinnville High School

Grades 9 and 11:

Subject	Pre	Post	Difference
		Composition	
1	9	14	5
2	1	8	7
3	14	17	3
4	14	19	5
		Average Gain $\bar{x}$ =	5
		Reading	
1	8	11	3
2	3	15	12
3	3	20	17
4	4	28	24
		$\bar{x}$ =	14
		Language Arts	
1	13	38	25
2	10	23	13
3	33	33	0
4	11	32	21
		$\bar{x}$ =	14.75
		Mathematics	
1	9	12	3
2	1	5	4
3	5	23	18
4	12	22	10
		$\bar{x}$	8.75

Table 16 (continued)
Iowa Test of Educational Development
McMinnville High School

Grades 9 and 11:

Subject	Pre	Post	Difference
Social Studies			
1	16	27	11
2	9	42	31
3	22	42	20
4	7	27	20
		$\bar{x}$ =	20.5
Science			
1	26	58	32
2	16	27	11
3	10	18	8
4	4	7	3
		$\bar{x}$ =	13.5
Sources			
1	11	53	42
2	1	9	8
3	6	26	20
4	17	20	3
		$\bar{x}$ =	18.25

Table 17
SRA Assessment Survey
McMinnville Junior High

GE = Grade Equivalent
PCTLE = Percentile Rank

Grade 7: Reading

Subject	GE	PCTLE
1	9	24
2	7-2	49
3	2-1	1
4	8-7	70
5	3-9	9
6	6-1	30
7	2-6	2
8	3-1	4
9	9-4	79

Grade 9:

1	9	24
2	14	69
3	8	16
4	10	34
5	8	14
6	8	16
7	10	29
8	5	3
9	8	14

Grade 7: Mathematics

1	4-4	8
2	7-9	64
3	3-1	1
4	7-4	55
5	5-1	15
6	7-1	48
7	4-1	6
8	3-8	4
9	11-1	89

Table 17 (continued)
SRA Assessment Survey
McMinnville Junior High

GE = Grade Equivalent
PCTLE = Percentile Rank

Grade 9:

Subject	GE	PCTLE
1	9	31
2	12	53
3	2	3
4	10	38
5	6	16
6	5	10
7	8	23
8	5	10
9	8	23

Grade 7: Language Arts

1	8-2	65
2	2-7	1
3	6	10
4	6-5	39
5	6	10
6	3-7	7
7	10-1	82
8	8	16

Grade 9:

1	17	80
2	7-6	57
3	3-2	3
4	9	21
5	11	39
6	7-2	50
7	8	19

Table 17 (continued)
SRA Assessment Survey
McMinnville Junior High

GE = Grade Equivalent
PCTLE = Percentile Rank

Grade 7: Social Studies

Subject	GE	PCTLE
1	7-1	48
2	2-2	1
3	9-5	79
4	5-1	20
5	5-5	25
6	4-9	17
7	4-6	15
8	9-5	79

Grade 9:

Subject	GE	PCTLE
1	7-1	48
2	16	76
3	7	18
4	3	5
5	8	23
6	8	23
7	7	18
8	2	3

Evaluator's Comments:

The majority of the students served made progress in the educational program. In addition, health services were provided to all students.

The greatest progress was made in the Dayton preschool program and the reading and math labs at Dayton Grade School.

Another exemplary project is the monthly newsletter sent out to all parents and some community people in both English and Spanish to inform them of the activities taking place in the schools among migrant students.

The evaluative data submitted by Yamhill County IED is much better than other years. It should be noted that some of the schools submitted incomplete data which could not be evaluated.

Recommendations:

1. The area coordinator should require all districts to administer the tests as stated in the Letter of Agreement.

2. He should also make sure that evaluative data submitted be complete.

SUMMER TERM PROGRAMS

1975

Area Name: Chicano Indian Study Center of Oregon

County: Linn-Benton

Funding Allocated: $15,414

Project Beginning Date: June 16, 1975

Project Ending Date: August 8, 1975

School Session: Summer

Number of Migrant Students Enrolled: 29

Introduction:

The Chicano Indian Study Center of Oregon at Camp Adair conducted a program for migrant children. The total number of public school migrant students enrolled (29) was divided into grades K-6 as shown in Table 1. No nonpublic school migrant children participated in the program. Personnel participating in the program consisted of two teachers, three teacher aides, and 33 volunteers.

Table 1

MIGRANT STUDENTS ENROLLED

Grade	Enrolled	ADM
Preschool	8	5.78
First	5	3.53
Second	5	4.89
Third	3	2.15
Fourth	3	2.26
Fifth	3	1.64
Sixth	2	2.0
Seventh		
Eighth		
Ninth		
Tenth		
Eleventh		
Twelfth		
TOTAL	29	23.7

Table 2

CERTIFICATED PERSONNEL EMPLOYED

A. Bilingual	
1. Target Group	1
2. Other	0
B. English-Speaking	
1. Target Group	0
2. Other	0
TOTAL	1

Table 3 shows supplementary statistical data gathered during the operation of this program.

Table 3

SUPPLEMENTARY STATISTICAL DATA

A. Total Bus Miles	2,500
B. Health Examinations	23
C. Health Referrals	0
D. Dental Examinations	0
E. Dental Referrals	0
F. Breakfasts	653
G. Morning Snacks	979
H. Hot Lunches	979
I. Afternoon Snacks	979
J. No. of Teachers	2
K. No. of Aides	
1. Target Group	3
2. Other	0
3. Bilingual	2
Total Aides	3
L. No. of Volunteers	
1. Target Group	13
2. Other	20
Total Volunteers	33

Objectives and Evaluation Plan:

Kindergarten and Elementary (K-6):

1. The students should develop oral language skills in English to improve communications.

To evaluate this objective, all children should be pre- and post-tested with oral teacher-made tests.

2. The Spanish-speaking students should develop greater oral ability in their native language.

To evaluate this objective, a teacher observation checklist should be used (elementary only).

3. The students should develop greater reading ability in English.

To evaluate this objective, all students should be pre- and post-tested with the Harrison-Stroud Reading Readiness Test. Also, continuous evaluation should be kept (elementary only).

4. Students should develop greater writing and spelling skills in English.

To evaluate this objective, all students should be pre- and post-tested with the Dolch Basic Word List (elementary only).

5. Students should develop greater computation skills.

To evaluate this objective, all students should be pre- and post-tested with the Math Program tests--McCormack-Mather Kit (elementary only).

Health and Physical Fitness:

1. The students should develop better eating habits.

To evaluate this objective, teacher observation and student performance should be used.

2. Students should develop greater awareness about their personal appearance and personal hygiene.

To evaluate this objective, teacher observation and student performance should be used.

3. Students should develop better dental hygiene.

To evaluate this objective, teacher observation and student performance should be used.

4. The students should develop motor skills.

To evaluate this objective, performance charts and observation be used.

Culture:

Students should develop better self-awareness through studying the crafts, music, and backgrounds of various native cultures.

To evaluate this objective, students' performance and attitude changes should be noted.

Methodology:

The Chicano Indian Study Center of Oregon's program served Chicano and Indian students in preschool through the sixth grade from 8:30 a.m. to 3:00 p.m. The students were divided into groups according to grade, age, or specific need. The emphasis was placed on language development and reading instruction.

At the kindergarten level, the teachers and aides worked with the children in oral and written language development. The children were learning to use their letters, recite and write numbers, count in English, work with graphic art (picture word association), listen to records, and show and tell. They also had weekly library visits to the Corvallis library: where they listened to stories and were encouraged to check out books. The staff used the Alpha Series to teach the alphabet.

At the elementary level, the Chicago Nonverbal Test was administered to students on a pre- post-test basis. This instrument measured the ability of the children to grasp meaning and to follow instructions in a given period of time. The children were tutored on an individual basis and in small groups. They worked with graphic arts and Sullivan Readers. They also gave speeches in their own words, learned cultural poetry, and visited the library once a week.

The Chicano and Indian children learned about their cultural heritage by learning about their backgrounds, their similarities and differences. They listened to Indian and Chicano music, danced, did bead work, practiced weaving and drawing, and made pinatas. Students also heard legends and stories about great Indian and Chicano heroes. Cultural foods were served several times a week.

An open house was held at the end of school The audience had an opportunity to participate in the program by singing in Spanish and dancing the Indian friendship dance.

Results:

1. The students did develop oral language skills in English to improve communications.

Table 4 presents the results of the Chicago Nonverbal Test for students in grades one through six.

2. The Spanish-speaking students did develop greater oral ability in their native languages.

3. The students were able to develop greater reading ability in English.

Table 5 presents the results of the Harrison-Stroud Reading Test for students in grades one through three.

4. Students did develop greater writing and spelling skills in English.

Table 6 presents the results of the Dolch Basic Word List for students in grades one through six.

5. Students did develop greater computation skills.

Table 7 presents the results of the McCormack-Mather Math Test for students in grades one through six.

Health and Physical Fitness:

1. The students did develop better eating habits.

2. Students did develop greater awareness about their personal appearance and personal hygiene.

3. Students did develop better dental hygiene.

4. The students did develop motor skills.

Culture:

Students did develop better self-awarenss through studying the crafts, music, and backgrounds of various native cultures.

Table 4
Chicago Nonverbal Test
Grades 1-6

Grade 1:

Subject	Pre	Post	Difference
1	38	40	2
2	51	48	-3
3	38	47	9
4	23	39	16
5	51	53	2
6	49	50	1
		Total Gain	27
		Gain Per Student $\bar{x}$ =	4.5
Grade 2:			
1	61	74	13
2	71	78	7
3	81	85	4
4	31	29	-2
5	73	81	8
6	74	74	0
		Total Gain	30
		$\bar{x}$ =	5
Grade 3:			
1	47	53	6
2	89	99	10
		Total Gain	16
		$\bar{x}$ =	8

Table 4 (Continued)
Chicago Nonverbal Test
Grades 1-6

Grade 4:

Subject	Pre	Post	Difference
1	101	104	3
2	103	111	8
3	91	108	17
4	100	107	7
		Total Gain	35
		$\bar{x}$ =	8.75
Grade 5:			
1	102	111	9
2	53	91	8
3	96	102	6
		Total Gain	23
		$\bar{x}$ =	7.6
Grade 6:			
1	129	134	5
2	111	114	3
		Total Gain	8
		$\bar{x}$ =	4

Table 5
Harrison-Stroud Reading Test
Grades 1-3

Grade 1:

Subject	Pre	Post	Difference
1	28	42	14
2	16	37	21
3	61	83	22
4	54	69	15
		Total Gain	72
		Gain Per Student $\bar{x}$ =	18
Grade 2:			
1	14	23	9
2	95	100	5
3	91	100	9
4	16	27	11
5	68	79	11
		Total Gain	45
		$\bar{x}$ =	9
Grade 3:			
1	56	53	-3
2	89	99	10
		Total Gain	7
		$\bar{x}$ =	3.5

Table 6
Dolch Basic Word List
Grades 1-6

Subject	Pre	Post		Difference
Grade 1:				
1	186	187		1
2	93	95		2
3	21	23		2
4	127	129		2
5	112	111		-1
			$\bar{x}$ =	1.2
			Range =	-1-2
Grade 2:				
1	5	15		10
2	125	137		12
3	188	204		16
4	7	15		8
5	211	215		4
6	206	206		0
			$\bar{x}$ =	8.33
			Range =	0-16
Grade 3:				
1	174	177		3
2	216	219		3
			$\bar{x}$ =	3
			Range =	3

Table 6 (Continued)
Dolch Basic Word List
Grades 1-6

Grade 4:

Subject	Pre	Post	Difference
1	222	222	0
2	222	222	0
3	211	222	11
4	222	222	0
		$\bar{x}$ =	2.75
		Range =	0-11
Grade 5:			
1	222	222	0
2	204	205	1
3	206	206	0
		$\bar{x}$ =	0.33
		Range =	0-1
Grade 6:			
1	219	221	2
2	220	222	2
		$\bar{x}$ =	2
		Range =	2

Table 7
McCormack-Mather Math Test
Grades 1-6

Subject	Pre	Post	Difference
Grade 1:			
1	25	90	15
2	12	36	14
3	35	45	10
4	21	23	2
5	23	22	-1
		Total Gain	40
		Gain Per Student	8
Grade 2:			
1	8	35	27
2	37	41	4
3	63	66	3
4	17	16	-1
5	53	72	19
6	63	62	-1
		Total Gain	51
		Gain Per Student	8.5
Grade 3:			
1	60	65	5
2	75	78	3
		Total Gain	8
		Gain Per Student	4

Table 7 (Continued)
McCormack-Mather Math Test
Grades 1-6

Grade 4:

Subject	Pre	Post	Difference
1	100	100	0
2	99	99	0
3	99	99	0
		Total Gain	0

Grade 5:

1	95	100	5
2	60	60	0
3	52	61	9
		Total Gain	14
		Gain Per Student	4.6

Grade 6:

1	99	99	0
2	85	99	15
		Total Gain	15
		Gain Per Student	7.5

Evaluator's Comments:

Though this was the first year for the program, the evaluation of this project indicates that the children assessed received needed assistance in educational programs, as well as in health and nutrition.

The dedicated staff of teachers and aides provided good models for the children as someone they could relate to. The staff often stayed late preparing for the next day, and on Wednesday nights took the children to swimming lessons.

Many volunteer services were provided. The YMCA provided free swimming instruction for students in Albany. The Sheriff's Office (Benton County) furnished transportation and drivers for field trips. A retired teacher provided plant science one day a week, which included soil preparation, planting a garden, and weeding. Still others taught art classes, Mexican folklore dancing, Indian culture, music, and history. Parents served as chaperones on field trips and helped in the kitchen.

Recommendations:

1. The program is in need of strong administrative direction and supervision.

2. An effort should be made to provide better facilities for the operation of the program.

Area Name: Malheur School District 8C

County: Malheur

Funding Allocated: $72,912

Project Beginning Date: June 12, 1975

Project Ending Date: July 25, 1975

School Session: Summer

Number of Migrant Students Enrolled: 363

Introduction:

The districts participating in the project included Ontario 8C, Nyssa 26, Adrian 61, Vale 15, and Annex 29. The total number of public school migrant students enrolled (363) were divided into grades K-6 as shown in Table 1. No nonpublic school migrant children participated in the program. The personnel participating in the program included: 17 teachers, 1 summer school supervisor, 14 aides, and 6 volunteers. Table 2 presents the number of certificated personnel employed.

Table 1

MIGRANT STUDENTS ENROLLED

Grade	Enrolled	ADM
Preschool	48	22.2
First	27	16.1
Second	52	39.6
Third	60	40.17
Fourth	49	49
Fifth	53	26.51
Sixth	74	35.13
Seventh		
Eighth		
Ninth		
Tenth		
Eleventh		
Twelfth		
TOTAL	363	228.7

Table 2

CERTIFICATED PERSONNEL EMPLOYED

A. Bilingual		
1. Target Group	4	Summer School Director
2. Other	3	Nurse (L.P.N.) Home/School Contact Terminal Operator
B. English-Speaking		
1. Target Group	0	
2. Other	10	
TOTAL	17	

Supplementary statistical data gathered during the operation of the program are shown on Table 3.

Table 3

SUPPLEMENTARY STATISTICAL DATA

A. Total Bus Miles	11,900	
B. Health Examinations	252	
C. Health Referrals	35	
D. Dental Examinations	256	Eye referrals 13
E. Dental Referrals	70	Hearing referrals 6
F. Breakfasts	7,964	
G. Morning Snacks	0	
H. Hot Lunches	7,964	
I. Afternoon Snacks	7,964	
J. No. of Teachers	17	
K. No. of Aides		
1. Target Group	10	Clerk 1 Secretary 1
2. Other	4	Bus Drivers 5 Cooks 3.5
3. Bilingual	11	
Total Aides	14	
L. No. of Volunteers		
1. Target Group	5	
2. Other	1	
Total Volunteers	6	

Objectives and Evaluation Plan:

Ages 5 through 10:

1. The program should improve the child's oral vocabulary.

To evaluate this objective, the instrument used for initial screening should have been the Inventory of Readiness Skills for children ages five and six. The initial screening instrument for children seven through ten should have been a teacher-made oral vocabulary test. Because of the short duration of the summer school, the number of new words learned should have been charted for each child.

2. The program should improve the academic readiness ability of the five- and six-year level students in the program.

To evaluate this objective, the Inventory of Readiness Skills should have been administered. Growth should have been checked periodically and improvement should have been reported and charted as to the number of new skills acquired. A composite of total gain for each age level should have been reported.

3. The program should improve the reading vocabulary for children seven-ten years of age in the program.

To evaluate this objective, growth should have been reported as to the average increase of new vocabulary learned at each grade level. All gain should have been charted for each child at each age level for evaluation purposes. A composite of total gain for these age levels should have been reported.

Ages 11 through 13:

The program should increase the students' oral and reading vocabulary in relation to the general curriculum offered in the program. General curriculum should revolve around a career awareness theme from teacher-made tests.

To evaluate this objective, a precheck with sight words and vocabulary concepts should have been reported.

Methodology:

The Malheur area has continued to use the excellent method for reporting the objectives, activities, materials, and evaluation plan for each of their classes. The information submitted makes up the major part of this section. In addition, daily schedules for each class were presented.

In the academic program, the children were provided with special programs to identify and accommodate individual differences. Emphasis was placed on vocabulary building and reading skills. All children were pretested on vocabulary relating to the field trip to assure that this field experience would be worthwhile and meaningful to the student. A post-test was administered after the field trip had been completed. This process was also used with youngsters involved in the career awareness program.

Cultural activities were provided for the students through songs, dances, and activities such as making pinatas. The cafeteria also served Mexican food.

The physical education program provided activities for the students that included swimming, tumbling, football, baseball, bowling, tennis, and running.

An outdoor camping experience was provided for boys and girls, ages eight through eleven. This activity was conducted during the last week of the summer school program. Approximately 120 children participated. The outdoor school was located at a campsite in the Blue Mountains called Logan Valley. This camp was built by 4-H groups from Malheur, Harney, and Grant counties. It provided an opportunity for the children to meet and learn to get along with their peers through committee work, program planning, living together, and group activities. They also developed leadership by leading their groups in singing, putting on skits, cooking outdoor meals, making beds, and cleaning cabins. This experience is one that the children will never forget.

Results:

Ages 5 through 10:

1. The program should improve the child's oral vocabulary.

2. The program should improve the academic readiness ability of the five- and six-year level children in the program.

Tables 4 through 6 present the results of the Inventory of Readiness Skills for three classes at May Roberts School.

3. The program should improve the reading vocabulary for children seven through ten years of age in the program.

Tables 7 through 10 present the results of the vocabulary learned for students ages seven through ten.

Ages 11 through 13:

The program should increase the students' oral and reading vocabulary in relation to the general curriculum offered in the program. General curriculum should revolve around a career awareness theme from teacher-made tests.

Table 11 presents the results of the vocabulary learned for students ages eleven through thirteen.

CLASS SCHEDULE

Preschool
5- and 6-year-olds

Teachers: Lilian Yasumiishi
Mary Ann Burrows
Mary Ellen Alcoser

Aides: Susanna Aguilar
Marianna Sifuentez
Janie Granado

7:00 - 7:30	Breakfast
7:30 - 7:45	Opening exercise
7:45 - 8:15	Rhythmic activity
8:15 - 8:30	Language E.S.L.
8:30 - 8:45	Language S.S.L.
8:45 - 9:00	Follow-up activity (seat work)
9:00 - 9:30	Recess
9:30 - 10:15	Art
10:15 - 10:45	Motor visual activity
10:45 - 11:30	Lunch
11:45 - 12:45	Swimming
12:45 - 1:15	Films, free play, painting, story, outdoor play, or rest
1:15 - 2:15	Rest
2:15 - 3:00	Snack, story, and dismissal

CLASSROOM PROGRAMS

School: May Roberts Summer Session

Level: 5-year-olds
6-year-olds

Grade: ______

Objective	Activity	Materials	Evaluation
To improve academic readiness ability of preschool students.	Choral response Small group instruction Individual instruction according to needs Dances Games Songs Field trips Painting - drawing Finger plays	Bulletin board Flannel/Magnetic board Charts - masters Records, film, filmstrip Peabody Kit Color, shape, Alphabet Bingo Tactile letters Wipe-off cards Punch-out cards Frostig Visual Perception Program Early Childhood Development Kit	Inventory of Readiness Skills
To improve the child's oral vocabulary.	Choral response Individual instruction according to needs Finger plays Songs, games Field trips Stories Classroom discussion Role playing	Bulletin board-attendance Flannel/magnetic boards Charts Records Bingo games Story books Loteria - Spanish Bingo Tell Again story cards Bowmar "Para Chiquitines" Book (songs, verses, games)	Inventory of Readiness Skills
Field trips:	Swiss cheese factory Rodriquez Bakery Clover Club Potato Chip Factory Caldwell Fire Station KTVB Studio Boise Zoo Boise Airport Ann Morrison Park	Resource people: 1. Bilingual City Police - Lecture 2. Bilingual Health and Nutrition Demonstration by Health Department - Puppet Show 3. Spanish-speaking homemaker - cooking demonstration of Mexican food 4. Jr. High School Volunteer girls	

CLASS SCHEDULE

7-year-olds

Teachers: Ida Alvarado
Rosie Grijalva

Aides: Carol Morgan
Barbara Weymouth

7:00 - 7:10	Attendance
7:10 - 7:45	Breakfast and free play
7:45 - 8:00	Ready for swimming
8:00 - 9:00	Swimming
9:00 - 9:15	Bathing suit and hair drying
9:15 - 10:15	Instructional block
10:15 - 10:30	Room games
10:30 - 11:00	Music
11:00 - 11:20	Lunch
11:20 - 12:00	Noon recess
12:00 - 12:30	Rest and story hour
12:30 - 1:00	Physical Education
1:00 - 1:30	Film or story
1:30 - 2:30	Art or craft work
2:30 -	Snack and dismiss

CLASSROOM PROGRAMS

School: May Roberts Summer Session Level: 7-year-olds Grade: ______

Objective	Activity	Materials	Evaluation
To improve the child's oral vocabulary.	E.S.L. groups Field trips Language experience stories Show and tell Reading Spanish and English library books Weekly field trip oriented booklets Writing thank you letters Puppet show Games Dolch Word Contest Culturally oriented games, arts and crafts, stories One-to-one instruction Pinata Baked cookies, churned butter, made french-fries Nutrition Unit by Oregon State Extension Service	First-Talking storybook Audiovisual materials SRA Language Development Kit Visual Language Kit Peabody Language Kit Puzzles, games Wipe-off cards Dolch filmstrips Spanish books, records, filmstrips Sounds I Can Hear Field related art work Word cards	Field trip charts
Field trips:	1. Boise Zoo 2. Caldwell Fire Station Nampa Swiss Village 3. Dairy Farm 4. Boise Airport Boise National Air Guard 5. Clover Club Potato Chip Factory Nakashima Farms 6. Ontario Argus-Observer Newspaper		

CLASS SCHEDULE

8-year-olds

Teachers: Marge Lee
Nora Ballou

Aides: Sally Essen
Nettie Alonso

7:00 - 7:30	Roll call, breakfast
7:30 - 7:50	Free play and recess
7:50 - 9:10	Swimming
9:10 - 9:30	DUSO - discussion of concept
9:30 - 10:30	Small-group instruction
10:30 - 11:00	Music or physical education
11:00 - 12:00	Lunch
12:00 - 12:30	Library reading time or one-to-one instruction
12:30 - 1:00	P.E. or music
1:00 - 1:30	Small group instruction, art every Friday
1:30 - 2:30	Nap, storytime
2:30 - 3:00	Film, snack
3:00 -	Dismissal

CLASSROOM PROGRAMS

School: May Roberts Summer Session   Level: 8-year-olds   Grade: ______

Objective	Activity	Materials	Evaluation
To improve the children's oral vocabulary	Field trips Small group instruction One-to-one instruction English as a second language Language experience Bilingual instruction Oral reading to class Sentence structure Language games Concept development Language activities through art projects Weekly field trip units	Spanish books and records Peabody Language Kit Duso Kit Hoffman Reading Program First-Talking Alphabet Cassette recordings Art and craft materials Audiovisual materials H-200 Library books Dolch games Visual Language Kit	Field trip charts
To improve the reading vocabulary.	Small group instruction Individual instruction Writing the alphabet Language experience Reading library books Vocabulary from field trips Dolch word groups Reading signs Directions for art projects Nutrition unit	Library books Hoffman Reading Program Dolch cards Puzzles Games Recipes from nutrition unit Materials from Fish and Game Department	Field trip charts
Field trips:	Eagle Trout Hatchery Cheese factory Caldwell Pond Livestock auction Becker's Pond Ann Morrison Park Lake Lowell Potato chip factory Mann's Creek		

CLASS SCHEDULE

9-year-olds

Teachers: Jim Skeesuck
Jerry Sloan

Aides: Elsa Rosales
Lhonda Shaw

6:45 - 7:30	Attendance, recess, and breakfast
7:30 - 8:00	Opening exercise library, and testing
8:00 - 9:15	Swimming
9:30 - 10:00	Music
10:00 - 10:30	Physical Education
10:30 - 11:15	Oral vocabulary
11:15 - 12:30	Lunch and recess
12:30 - 1:00	Rest time
1:00 - 1:20	Story
1:20 - 1:40	Recess
1:40 - 2:35	Vocabulary development
2:35 - 2:50	Snacks
2:55 -	Dismissal

CLASSROOM PROGRAMS

School: May Roberts Summer Session   Level: 9-year-olds   Grade: ____

Objective	Activity	Materials	Evaluation
To improve the child's oral vocabulary.	Field trips Small group instruction Individual instruction Weekly word list Developing oral language after field trips Puppet show - "Caperucita Roja" Oral vocabulary drill	Anagrams Audiovisual kit Peabody Language Kit Films and filmstrips Sesame Street puppets	Field trip charts
To improve the child's reading vocabulary.	Reading for enjoyment Vocabulary and concept development through field trips Art activities	Library books Wipe-off cards Crossword puzzles Phonics games	Field trip charts
Field trips:	Boise Airport Becker's Pond Julia Davis Park Potato chip factory Mann's Creek, Forest Park Boise Zoo Vip's Restaurant		

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CLASS SCHEDULE

10-year-olds

Teachers: Marlo Pounds
David Rosales

Aides: Dora Gallegoes
Jeanette Patterson

6:45 - 7:30	Attendance, recess, breakfast
7:30 - 8:00	Opening exercises
8:00 - 9:15	Swimming
9:15 - 9:30	Restroom break
9:30 - 10:00	P.E.
10:00 - 10:30	Music
10:30 - 11:15	Oral Vocabulary, testing, and word puzzles
11:15 - 12:30	Lunch and recess
12:30 - 1:00	Rest-time art
1:00 - 1:20	Story time, vocabulary work
1:20 - 1:40	Recess
1:40 - 2:35	Vocabulary development
2:35 - 2:50	Snacks
2:55 -	Dismissal

CLASSROOM PROGRAMS

School: May Roberts Summer Session Level: 10-year-olds Grade:

Objective	Activity	Materials	Evaluation
To improve the child's oral vocabulary.	Small group instruction Developing language and vocabulary after each field trip Anagrams	Weekly field trip word lists Games Puzzles Peabody Kits Visual Language Kit Audiovisual materials Media Kit Introducing English	Field trip charts
To improve reading vocabulary.	Field trips Dictionary skills Following written directions for art projects	Crossword puzzles Weekly field trip word lists Phonics games Work Kit Audiovisual materials High interest/low level readers Dictionaries Spanish-printed books Library books	Field trip charts
Field trips:	Food industry	Vip's Restaurant and Clover Club Potato Chips	
	Building trades	Mobile homes plant and houses under construction	
	Local government	County Court House, Ontario police and fire stations	
	Communications	Channel 2 TV and KSRV radio stations	
	Sisal industry	Slides and discussion	

CLASS SCHEDULE

11- and 13-year-olds

Teachers: Gary Jasper
Nadine Luther
Steve Glauner

Aides: Arturo Gloria
Oralia Flores

7:00 - 7:30	Breakfast
7:30 - 8:00	Travel, daily preparation, testing
8:00 - 8:45	Music
8:45 - 10:00	Course content classes
10:00 - 10:30	Recreational program
10:30 - 11:20	Course content classes
11:20 - 12:30	Travel, lunch
12:30 - 1:00	Testing, follow-up, project completion
1:00 - 2:15	Swimming (Bowling Tuesday)
2:15 - 2:30	Clean-up
2:30 - 3:00	Snack, dismissal

CLASSROOM PROGRAMS

School: May Roberts Summer Session   Level: 11-, 12-, 13-year-olds   Grade: ___

Objective	Activity	Materials	Evaluation
To increase the youngster's awareness of the different careers available in our area.	Field trips to various various sources showing the jobs related to career areas. Field trip follow-up (notebook, field trip forms, pictures, language experience stories, cluster charts).	Films Made posters Magazines Shop projects 1. lumber tools 2. tools Cluster charts	Field trip charts (Concept chart)
To increase the youngster's vocabulary in relation to the general curriculum offered in the program.	Field trip using vocabulary presented Discussion groups Dictionary usage Flash cards work	Overhead Dictionaries Flash cards First-Talking Storybooks Word games Library materials	Field trip charts (Vocabulary chart)
Field trips:	Sugar factory research laboratory Vale Livestock Auction Speaker - Roger Baker, Auctioneer Champion Mobile Home Factory YMCA KBCI TV station Malheur County Courthouse Morrison-Knutson Holy Rosary Hospital		

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Table 4
Inventory of Readiness Skills

May Roberts Preschool

Students Tested 20

Teacher Lilian Yasumiishi

	Days	Spanish			English		
Subject	Present	Pre	Post	Gain	Pre	Post	Gain
1.	3	29	37	8	33	43	10
2.	24	75	81	6	68	83	15
3.	24	61	79	18	56	79	23
4.	16	45	70	25	40	70	30
5.	27	59	83	24	60	81	21
6.	28	61	81	20	46	79	33
7.	25	44	75	31	41	62	21
8.	17	65	80	15	52	80	28
9.	26	68	85	17	62	81	19
10.	5	31	38	7	31	44	13
11.	17	70	80	10	63	80	17
12.	11	58	76	18	50	71	21
13.	8	37	50	13	38	66	28
14.	29	59	78	19	52	80	28
15.	7	62	78	16	74	81	7
16.	16	56	73	17	65	80	15
17.	19	36	70	34	55	79	24
18.	18	52	81	29	50	79	29
19.	10	52	74	22	58	77	19
20.	28	0	61	61	70	84	14

Total Gain 466 Total Gain 443
Gain Per Student 23.3 Gain Per Student 22.15

Table 5
Inventory of Readiness Skills

May Roberts Preschool

Students Tested 20

Teacher Mary Ann Burrows

	Days	Spanish			English		
Subject	Present	Pre	Post	Gain	Pre	Post	Gain
1.	28	*0	65	65	57	76	21
2.	24	78	86	8	40	68	18
3.	6	60	62	2	67	69	2
4.	13	23	38	15	39	56	17
5.	24	65	73	8	64	76	12
6.	22	60	76	16	56	79	23
7.	12	50	55	5	53	61	8
8.	8	*0	22	22	58	66	8
9.	24	67	80	13	59	77	18
10.	26	*0	46	46	58	75	17
11.	7	35	44	9	31	34	3
12.	7	64	76	12	46	55	9
13.	27	65	81	16	59	78	19
14.	14	67	81	14	68	78	10
15.	22	74	86	12	80	86	6
16.	17	*0	51	51	62	67	5
17.	17	66	74	8	45	70	25
18.	12	48	58	10	49	53	4
19.	16	67	75	8	65	78	13
20.	13	65	78	13	*0	27	27

Total Gain	353	Total Gain	265
Gain Per Student	17.65	Gain Per Student	13.25

Table 6
Inventory of Readiness Skills

May Roberts Preschool Students Tested 22

Teacher Mary Ellen Alcoser

		Days	Spanish			English		
	Subject	Present	Pre	Post	Gain	Pre	Post	Gain
1.		10	36	50	14	18	20	2
2.		29	53	75	22	59	75	16
3.		24	33	51	18	53	56	13
4.		7	73	79	6	77	81	4
5.		9	54	76	12	55	64	9
6.		29	64	84	20	44	76	32
7.		27	0	0	0	65	77	12
8.		29	66	81	15	0	36	36
9.		2	66	0	0	87	0	0
10.		23	66	80	14	79	94	16
11.		19	57	73	16	56	71	15
12.		19	48	70	22	59	74	15
13.		18	68	80	12	65	78	13
14.		17	69	83	14	67	80	13
15.		29	65	83	18	63	79	16
16.		28	71	83	12	73	83	10
17.		16	0	32	32	63	79	16
18.		17	69	81	14	71	80	9
19.		29	17	47	30	0	18	18
20.		17	36	54	18	53	68	15
21.		15	51	70	19	54	72	18
22.		18	76	83	7	65	73	8

Total Gain 1,415 Total Gain 306
Gain Per Student 64.31 Gain Per Student 13.90

Table 7
Field Trip Charts

Level: 7-year-olds   Number of Field Trips: 5

Reading:

Number of Words Introduced = 101
Pre = 1,059
Post = 1,849
Difference = 790
Average Number of Students Per Field Trip = 24
Average Number of Words Learned Per Student = 33

Oral Language

Number of Words Introduced = 93
Pre = 447
Post = 931
Difference = 484
Average Number of Students Per Field Trip = 15
Average Number of Words Learned Per Student = 32

Table 8
Field Trip Charts

Level: 8-year-olds   Number of Field Trips: 5

Reading:

Number of Words Introduced = 94
Pre = 855
Post = 1,430
Difference = 575
Average Number of Students Per Field Trip = 20
Average Number of Words Learned Per Student = 27

Oral Language

Number of Words = 70
Pre = 90
Post = 305
Difference = 215
Average Number of Students = 9
Average Number of Words Learned Per Students = 24

Table 9
Field Trip Charts

Level: 9-year-olds Number of Field Trips: 4

Reading

Total Number of Words Introduced = 55
Pre = 587
Post = 1,235
Difference = 648
Average Number of Students Per Field Trip = 25
Average Number of Words Learned Per Student = 26

Oral Language

Total Number of Words = 55
Pre = 108
Post = 400
Difference = 292
Average Number of Students = 10
Average Number of Words Learned Per Student = 29

Table 10
Field Trip Charts

Level: 10-year-olds Number of Field Trips: 5

Reading:

Total Number of Words Introduced = 103
Pre = 761
Post = 1,882
Difference = 1,121
Average Number of Students Per Field Trip = 21
Average Number of Words Learned Per Student = 53

Oral Language

Total Number of Words = 101
Pre = 192
Post = 719
Difference = 527
Average Number of Students = 9
Average Number of Words Learned Per Student = 58

Table 11
Field Trip Charts

Level: 11-13-year-olds Number of Field Trips: 5

Reading:

Total Number of Words Introduced = 135
Pre = 2,630
Post = 3,937
Difference = 1,307
Average Number of Students Per Field Trip = 34
Average Number of Words Learned Per Student = 38

Evaluator's Comments:

The format used by Malheur School District to describe their program was excellent. Perhaps others might use this type of format as well?

An exemplary feature of the program was the idea of learning vocabulary and reading skills centered around field trips. This was a motivating factor which gave the students an opportunity for actual experience.

The close communication of the resource teachers and staff made it possible to provide the assistance the children needed. The utilization and distribution of staff was well implemented.

Many facets of the program covered areas such as bilingual experiences, outdoor education, academic skill development, physical education, music, and parental involvement.

Area Name: Marion School District 8C

County: Marion

Funding Allocated: $179,291

Project Beginning Date: June 1, 1975

Project Ending Date: August 31, 1975

School Session: Summer

Number of Migrant Students Enrolled: 532

Introduction:

Four sites conducted educational programs for migrant children in Marion County: Albany, Lake Labish, Woodburn, and North Santiam.

The 532 public school migrant students enrolled were divided into grades K-7 as shown in Table 1. The personnel participating in the program included: 22 teachers, 25 aides, and 4 home/school counselors.

Table 1

Migrant Students Enrolled

Grade	Enrolled	ADM
Preschool	119	79.92
First	59	42.75
Second	73	57.32
Third	84	65.10
Fourth	72	52.42
Fifth	65	46.18
Sixth	40	28.03
Seventh	20	16.53
Eighth		
Ninth		
Tenth		
Eleventh		
Twelfth		
TOTAL	532	388.25

Table 2

CERTIFICATED PERSONNEL EMPLOYED

A.	Bilingual		
	1. Target Group	13	
	2. Other	5	
B.	English-Speaking		
	1. Target Group		
	2. Other	8	Total 26
IV.	Home/School Counselors		
	1. Target Group	3	
	2. Bilingual	3	
	3. Certificated	1	Total 4
V.	School Directors		
	1. Target Group	2	
	2. Bilingual	2	
	3. Other	2	Total 4

Supplementary statistical data gathered during the operation of the program are shown in Table 3.

Table 3

SUPPLEMENTARY STATISTICAL DATA

A.	Total Bus Miles	25,336
B.	Health Examinations	63
C.	Health Referrals	25
D.	Dental Examinations	200
E.	Dental Referrals	114
F.	Breakfasts	14,770
G.	Morning Snacks	0
H.	Hot Lunches	16,493
I.	Afternoon Snacks	15,793
J.	No. of Teachers	22
K.	No. of Aides	
	1. Target Group	17
	2. Other	8
	3. Bilingual	17
	Total Aides	25
L.	No. of Volunteers	
	1. Target Group	15
	2. Other	3
	Total Volunteers	18

Objectives and Evaluation Plan:

Preschool: (5- and 6-year-olds)

1. The program should improve the academic readiness ability of preschool children.

To evaluate this objective, the Preschool Academic Checklist with its equivalent in Spanish and Russian should have been administered to the students initially to determine the language dominance and existing ability of each child. Subsequently, continuing data should have been collected as to the number of new skills acquired in the dominant language. Improvement should have been reported as to the amount of gain shown on the appropriate checklist.

2. The program should improve the receptive and expressive language abilities of preschool children in standard English, Spanish, and Russian.

To evaluate this objective, the Northwestern Syntax Screening Test should have been administered initially to the children when they entered the program. Subsequently, continuing data should have been collected as to the number of new language skills acquired. Improvement should have been noted as to the number of new language skills acquired.

3. The program should improve social and psychological adjustments in a school setting of preschool children.

To evaluate this objective, a list of culturally appropriate behaviors for preschool children should have been formulated by the teachers, taught through the summer period, and, finally, checked as demonstrated by each student, yielding explicit behaviors learned.

Elementary: (Grades 1-7)

1. The program should improve the receptive and expressive language abilities in standard English with dominant language intervention of elementary children.

To evaluate this objective, an initial locator or formative tests using materials to be taught and mastered as criteria should have been administered. Final evaluation should have consisted of a comprehensive summative test yielding explicit records indicating what the children set out to learn, what they did learn, and to what extent dominant language intervention was required.

2. The program should improve the reading ability in standard English with dominant language intervention of elementary children.

To evaluate this objective, an Informal Reading Inventory should have been administered initially to the children on a pre- post-test basis. If an IRI is not used, another appropriate reading test should have been used. Improvement should have been noted by recording gains made in the specific areas where most significant errors occurred, namely vocabulary, word recognition, comprehension, and hearing capacity. Ability in these areas should have been similarly tested in dominant language to determine the extent of both interference and strength.

3. The program should promote human values and cultural worth in elementary children.

To evaluate this objective, an initial locator or formative test using materials to be taught and mastered as criteria should have been administered. Final evaluation should have consisted of a comprehensive summative test yielding explicit records indicating what the children set out to learn, what they did learn, and a precise description of behaviors demonstrated.

Methodology:

Four centers participated in the program. A separate description of each of the programs is presented in the following paragraphs.

Albany:

The program at Albany consisted of four- and five-year-olds, primary (1-3) and elementary (4-6). The four- and five-year-old children were pretested with a teacher-made tool. They were also post-tested with items which included number and letter recognition and color identification. The teacher and aides worked with the children on a one-to-one basis and in small groups. Materials used were the Peabody Language Kit, Milton Bradley educational games, library books, puzzles, dittos, flannel board stories, and teacher-developed materials.

The students at the primary and elementary level were pretested with the Informal Reading Inventory and the Wide Range Achievement Test.

Materials used at the primary and elementary levels consisted of Random-House individualized math, globe, Peabody Kit, open court, Listen and Think, Readers' Digest, puppetry projects, and art projects. Emphasis was placed on language experience and oral development.

A curriculum director also provided assistance in coordinating the testing program, developed curriculum in coordination with other areas, provided assistance to teachers in methods and skills, and conducted in-service for staff. Also, some time was spent at the district office developing materials.

Lake Labish:

The program at Lake Labish consisted of preschool (5-year-olds), primary (1-2), and elementary (3-5).

The preschool children were assessed with a teacher-made test on a pre- post-test basis. Individualized and small group instruction were provided for the children. Materials used were the Peabody Kit, Continental Press materials, and teacher-made material. Emphasis was placed on one-to-one and small group instruction.

At the primary and elementary levels, the students were assessed with the Wide Range Achievement Test which included the areas of reading, spelling, and math.

Materials used at the primary level consisted of Hoffman Reading Program, The Eye Gate Readers, Peabody Kits, child craft, World Book, and teacher-made materials. Individualized and small group instruction was also provided for the students.

The children at the elementary level used the Hoffman Reading Program and library books on different areas for the individualized reading program. Also, worksheets were used to teach the children at different levels.

A curriculum director employed at Lake Labish was able to relieve the teachers from testing, and free the teachers to acquire and/or develop teaching materials more carefully designed to meet the program objectives.

The program also provided field trips or outdoor activities for all children. A swimming program was also provided for students in grades one through six.

Woodburn:

The program at Woodburn consisted of four- and five-year-olds, primary (1-3), and elementary (4-7).

The preschool children were pre- and post-tested by the resource teacher. This person coordinated the testing program in accordance with the program objectives, reported results to the classroom teachers, and assisted in training teachers in adequate teaching methods and techniques. Materials used at this level included the Alfa Program, Peabody Kits, storybooks, films, tape recorder, TV (Villa Allegre), bilingual charts, dittos, and teacher-made materials.

At the primary level, the materials used included the Alfa Programs, Hoffman Readers, Dimension 59 (reading program), Sullivan Readers and math and Santillano (bilingual readiness program).

The children at the elementary level used the Hoffman Readers, Sullivan Educational Systems which dealt with reading and math, development learning materials, and teacher-made materials.

Every Monday morning students and staff participated in an assembly. Each class took turns presenting the program. The entire staff took part along with the students in all the activities.

Staff meetings were conducted every Tuesday, and in-service was provided by the curriculum director.

Thirty children were bused daily from Yamhill county. One home/school counselor and two teacher aides accompanied these children to the Woodburn program.

North Santiam:

The program at North Santiam consisted of preschool (5-year-olds), primary (1-3), and elementary (4-6).

The preschool children were assessed with the Kindergarten Skills List on a pre- post-test basis. One-to-one and small group instruction were provided for the students. Materials used consisted of the Kindergarten Key from the Economy Company which dealt in the areas of reading, math, and language development. Also, the Peabody Kit and teacher-made materials were used.

At the primary and elementary levels, the Wide Range Achievement Test was used for diagnostic purposes. The elementary children were also administered the Silvaroli Reading Test.

Materials used at the primary level included the Hoffman Reading Series, System 80, Peabody Kit (upper level), Binzinger Linguistic Reading program, and teacher-made materials.

At the elementary level, materials used included the Hoffman machine, System 80, Milton-Bradley games, and teacher-made materials. Also, reading and writing dittos and map work were used.

Results:

Albany:

Table 4 presents the results of the Preschool Academic Checklist (percent scores) for children at Lafayette Center in Albany.

Table 5 presents the results of the Reading Skills List (Phonics) for nine children in grades one and two.

Tables 6-7 present the results of the Silvaroli Reading Test for students in grades 4-5 and 5-8.

Tables 8-10 present the results of the Wide Range Achievement Test in math for students in grades 1-2, 4-5, and 5-8.

Lake Labish:

Table 11 presents the results of the Kindergarten Skills List (percent scores) for children at Lake Labish Elementary School.

Table 12 presents the results of the Wide Range Achievement Test in the areas of reading, spelling, and math for students in the first grade.

Table 13 presents the results of the Wide Range Achievement Test in the areas of reading, spelling, and math for students in the second grade.

Table 14 presents the results of the Wide Range Achievement Test in the areas of reading, spelling, and math for students in the third grade.

Table 15 presents the results of the Wide Range Achievement Test in the areas of reading, spelling, and math for students in the fourth grade.

Table 16 presents the results of the Wide Range Achievement Test in the areas of reading, spelling, and math for students in the fifth grade.

Table 17 presents the results of the Wide Range Achievement Test in the areas of reading, spelling, and math for students in the sixth grade.

Table 18 presents the resulsts of the Wide Range Achievement Test in the areas of reading, spelling, and math for students in the seventh grade.

Woodburn:

Tables 19-23 present the results of the Wide Range Achievement Test for students in grades two through seven.

North Santiam:

Table 24 presents the results of the Kindergarten Skills List (percent scores) for 23 students at North Santiam.

Table 25 presents the results of the Wide Range Achievement Test in math, and Phonics Skills List (reading) for students in the first grade.

Table 26 presents the results of the Wide Range Achievement Test in math, Phonics Skills List (reading), and the Silvaroli Reading Test for students in the second grade.

Table 27 presents the results of the Wide Range Achievement Test, Phonics Skills List, and the Silvaroli Reading Test for students in the third grade.

Table 28 presents the results of the Wide Range Achievement Test and the Silvaroli Reading Test for students in the fourth grade.

Table 29 presents the results of the Wide Range Achievement Test in math and the Silvaroli Reading Test for students in the fifth grade.

Table 30 presents the results of the Wide Range Achievement Test in math and the Silvaroli Reading Test for students in the sixth grade.

Table 31 presents the results of the Wide Range Achievement Test in math and the Silvaroli Reading Test for students in the seventh grade.

Table 4
Preschool Academic Checklist
Albany
Lafayette Center
(Percent Scores)

Subject	Pre	Post	Difference
1	.08	.42	.34
2	.73	.85	.12
3	.50	.67	.17
4	.38	.75	.37
5	.55	.57	.02
6	.70	.92	.22
7	.58	.72	.14
8	.15	.47	.32
9	.13	.42	.29
10	.45	.72	.27
11	.40	.70	.30
12	.63	.72	.09
13	.35	.77	.42
14	.40	.60	.20
15	.08	.47	.39
		Average Gain Per Student	0.244%

Table 5
Reading Skills List
Phonics
Lafayette Center
Grades 1-2
(Percent Scores)

Subject	Pre	Post	Difference
1	.55	.64	.09
2	.12	.51	.39
3	.85	.87	.02
4	.80	.85	.05
5	.84	.86	.02
6	.52	.73	.21
7	.38	.65	.27
8	.75	.78	.03
9	.45	.80	.35
		$\bar{x}$ Gain Per Child	0.16%

Table 6
Silvaroli Reading Test
Albany
Lafayette Center
Grades 4-5

Subject	Pre	Post	Difference
1	3.0	3.0	0.0
2	1.5	1.5	0.0
3	3.5	4.5	1.0
4	2.0	2.5	0.5
5	5.0	5.0	0.0
6	2.5	3.0	0.5
7	2.5	4.0	1.5
		Total Gain	3.5
		$\bar{x}$ Gain Per Child	0.5

Table 7
Silvaroli Reading Test
Albany
Lafayette Center
Grades 5-8

Subject	Pre	Post	Difference
1	4.0	4.0	0.0
2	5.5	7.0	1.5
3	4.5	5.0	0.5
4	6.5	7.5	1.0
5	4.5	5.5	1.0
6	3.0	3.5	0.5
7	4.0	4.0	0.0
8	4.0	4.5	0.5
9	5.5	7.0	1.5
10	3.5	4.0	0.5
11	5.0	6.0	1.0
		Total Gain	8.0
		$\bar{x}$ Gain Per Child	0.73

Table 8
Wide Range Achievement Test
Math
Albany
Lafayette Center
Grades 1-2

Subject	Pre	Post	Difference
1	2.6	2.6	0.0
2	2.8	2.8	0.0
3	2.8	2.6	-0.2
4	2.8	2.8	0.0
5	3.0	3.2	0.2
6	2.1	2.4	0.3
7	2.6	2.6	0.0
8	2.4	3.0	0.6
9	3.0	3.0	0.0
10	2.6	2.8	0.2
11	1.8	2.4	0.6
12	2.2	2.4	0.2
		Total Gain	1.9
		$\bar{x}$ Gain Per Child	0.16

Table 9
Wide Range Achievement Test
Math
Albany
Lafayette Center
Grades 4-5

Subject	Pre	Post	Difference
1	3.0	2.8	-0.2
2	3.9	4.5	0.6
3	3.6	5.0	1.4
4	3.2	4.0	0.8
5	2.8	3.6	0.8
6	2.6	3.0	0.4
7	3.6	3.9	0.3
		Total Gain	4.1
		$\bar{x}$ Gain Per Child	0.59

Table 10
Wide Range Achievement Test
Math
Albany
Lafayette Center
Grades 5-8

Subject	Pre	Post	Difference
1	4.2	3.9	-0.3
2	4.2	5.3	1.1
3	4.5	5.3	0.8
4	5.3	4.5	-0.8
5	3.2	3.6	0.4
6	4.7	5.3	0.6
7	4.2	5.9	1.7
8	5.5	5.7	0.2
		Total Gain	3.7
		$\bar{x}$ Gain Per Child	0.46

Table 11
Kindergarten Skills List
Lake Labish
(Percent Scores)

Subject	Pre	Post	Difference
1	.55	.65	.10
2	.43	.78	.35
3	.0	.3	.3
4	.3	.10	.7
5	.30	.38	.8
6	.68	.73	.05
7	.55	.73	.18
8	.40	.50	.10
9	.63	.78	.15
10	.50	.70	.20
11	.68	.78	.10
12	.28	.33	.05
13	.65	.83	.18
14	.18	.33	.15
15	.5	.15	.10
16	.3	.13	.10
17	.48	.73	.25
		Average Gain Per Student	0.23%

Table 12
Wide Range Achievement Test
Lake Labish
Grade 1

Subject	Pre	Post	Difference
		Reading	
1	Kg 6	Kg 4	-Kg 2
2	Kg 2	Kg 2	0.0
3	1.2	1.2	0.0
4	Kg 8	1.2	.4
5	1.4	1.5	0.1
6	1.2	1.3	0.1
7	1.2	1.2	0.0
8	Kg 9	1.2	.3
9	1.0	1.2	0.2
		Total Gain	3.1
		$\bar{x}$ Gain Per Student	0.1
		Spelling	
1	Kg 6	1.2	.6
2	1.0	1.0	0.0
3	1.1	1.2	0.1
4	Pk 7	Kg 4	Kg.7
5	1.2	1.3	0.1
6	1.1	1.2	0.1
7	Kg 8	Kg 7	-Kg 1
8	Kg 6	Kg 9	Kg 3
9	Kg 8	1.2	.4
10	Kg 2	Kg 8	Kg 6
		Total Gain	12.0
		$\bar{x}$ Gain Per Student	1.0

Table 12 (Continued)
Wide Range Achievement Test
Lake Labish
Grade 1

Subject	Pre	Post	Difference
		Math	
1	Kg 6	1.4	.8
2	Kg 7	1.0	.3
3	Kg 7	1.4	.7
4	Kg 5	1.0	.5
5	1.2	2.4	1.2
6	Kg 9	1.8	.9
7	Kg 7	Kg 9	Kg.2
8	1.0	1.2	0.2
9	Kg 7	1.0	.3
10	Kg 6	1.2	.6
		Total Gain	5.7
		$\overline{x}$ Gain Per Student	0.13

Table 13
Wide Range Achievement Test
Lake Labish
Grade 2

Subject	Pre	Post	Difference
		Reading	
1	1.3	1.4	0.1
2	1.2	1.0	-0.2
3	2.9	4.1	1.2
4	1.4	1.5	0.1
5	2.3	2.1	-0.2
6	1.6	1.4	-0.2
		Total Gain	0.8
		$\bar{x}$ Gain Per Student	0.13
		Spelling	
1	1.0	1.2	0.2
2	1.0	1.0	0.0
3	2.5	3.0	0.5
4	1.7	1.2	-0.5
5	2.2	1.7	-0.5
6	1.5	1.6	0.1
7	1.6	1.5	-0.1
		Total Gain	-0.69
		$\bar{x}$ Gain Per Student	-.099
		Math	
1	1.9	2.4	0.5
2	1.2	1.4	0.2
3	2.4	2.4	0.0
4	1.6	1.6	0.0
5	2.2	2.4	0.2
6	1.2	1.2	0.0
7	2.4	1.6	-0.8
		Total Gain	0.1
		$\bar{x}$ Gain Per Student	.01428

Table 14
Wide Range Achievement Test
Lake Labish
Grade 3

Subject	Pre	Post	Difference
		Reading	
1	2.2	2.7	0.5
2	3.8	4.4	0.6
3	3.8	4.1	0.3
4	4.2	4.4	0.2
5	3.8	4.2	0.4
6	3.9	4.4	0.5
		Total Gain	2.5
		$\bar{x}$ Gain Per Student	0.42
		Spelling	
1	3.0	2.9	-0.1
2	3.5	4.5	1.0
3	6.3	6.3	0.0
4	2.7	3.0	0.3
5	4.2	3.7	-0.5
6	3.7	3.7	0.0
7	3.7	3.5	-0.2
		Total Gain	0.5
		$\bar{x}$ Gain Per Student	0.071
		Math	
1	3.2	2.8	-0.4
2	3.0	3.0	0.0
3	3.2	3.2	0.0
4	3.0	3.0	0.0
5	3.2	3.2	0.0
6	4.2	3.2	-1.0
7	2.8	2.4	-0.4
		Total Gain	-1.8
		$\bar{x}$ Gain Per Student	-0.26

Table 15
Wide Range Achievement Test
Lake Labish
Grade 4

Subject	Pre	Post	Difference
		Reading	
1	4.5	4.5	0.0
2	2.1	1.8	-0.3
3	4.5	6.3	1.8
4	3.5	4.4	0.9
5	2.3	2.2	-0.1
6	3.5	4.4	0.9
7	1.8	1.6	-0.2
8	3.8	3.5	-0.3
		Total Gain	2.7
		$\bar{x}$ Gain Per Student	0.34
		Spelling	
1	3.9	3.9	0.0
2	2.3	2.3	0.0
3	3.7	3.9	0.2
4	4.2	4.2	0.0
5	4.7	4.7	0.0
6	6.8	5.7	-1.1
7	2.5	2.5	0.0
8	3.7	4.2	0.5
9	1.5	1.7	0.2
10	5.5	5.5	0.0
		Total Gain	-0.02
		$\bar{x}$ Gain Per Student	-0.02

Table 15 (Continued)
Wide Range Achievement Test
Lake Labish
Grade 4

Subject	Pre	Post	Difference
		Math	
1	3.6	4.2	0.6
2	4.2	2.8	-1.4
3	5.0	4.5	-0.5
4	3.0	3.2	0.2
5	5.0	4.2	-0.8
6	3.9	3.9	0.0
7	2.8	3.0	0.2
8	3.9	3.6	-0.3
9	2.8	3.2	0.4
10	3.9	3.6	-0.3
		Total Gain	-1.9
		$\overline{x}$ Gain Per Student	-1.9

Table 16
Wide Range Achievement Test
Lake Labish
Grade 5

Subject	Pre	Post	Difference
		Reading	
1	4.1	4.2	0.1
2	2.8	2.9	0.1
3	4.1	4.1	0.0
4	4.1	4.5	0.4
5	5.0	4.7	-0.3
6	3.9	4.2	0.3
7	6.3	6.5	0.2
8	3.8	4.1	0.3
		Total Gain	1.1
		$\bar{x}$ Gain Per Student	0.14
		Spelling	
1	3.7	3.7	0.0
2	2.0	2.6	0.6
3	3.7	4.5	0.8
4	3.5	3.5	0.0
5	4.5	6.0	1.5
6	4.5	4.5	0.0
7	5.0	6.0	1.0
8	3.9	3.9	0.0
		Total Gain	3.9
		$\bar{x}$ Gain Per Student	0.49
		Math	
1	3.6	4.5	0.9
2	3.9	3.0	-0.9
3	4.2	4.5	0.3
4	3.6	3.6	0.0
5	5.0	5.0	0.0
6	3.0	4.2	1.2
7	3.2	3.0	0.2
8	3.6	3.6	0.0
		Total Gain	1.7
		$\bar{x}$ Gain Per Student	0.2125

Table 17
Wide Range Achievement Test
Lake Labish
Grade 6

Subject	Pre	Post	Difference
		Reading	
1	6.1	7.0	0.9
2	5.3	7.0	1.7
3	4.5	4.7	0.2
		Total Gain	2.8
		$\bar{x}$ Gain Per Student	0.93
		Spelling	
1	6.0	6.0	0.0
2	5.5	5.5	0.0
3	5.3	5.7	0.4
		Total Gain	0.4
		$\bar{x}$ Gain Per Student	0.13
		Math	
1	3.9	4.5	0.6
2	5.2	5.2	0.0
3	3.6	5.2	1.6
		Total Gain	2.2
		$\bar{x}$ Gain Per Student	0.73

Table 18
Wide Range Achievement Test
Lake Labish
Grade 7

Subject	Pre	Post	Difference
		Reading	
1	4.7	5.1	0.4
		$\bar{x}$ Gain Per Student	0.4
		Spelling	
1	4.7	5.0	0.3
		$\bar{x}$ Gain Per Student	0.3
		Math	
1	4.2	3.9	-0.3
		$\bar{x}$ Gain Per Student	-0.3

Table 19
Wide Range Achievement Test
(Grade Equivalent Scores)
Woodburn
Nellie Muir Elementary
Grade 2

Subject	Pre	Post	Difference
1	Kg .7	1.2	.5
2	Kg .7	1.3	.6
3	Kg .5	1.0	.5
4	Kg .1	Kg .9	Kg .8
5	Kg .7	1.1	.4
6	Kg .8	1.1	.3
7	Kg .7	1.4	.7
8	Kg .3	Kg .7	Kg .4
9	Kg .7	1.0	.3
10	Kg .8	1.3	.5
11	Kg .5	1.2	.7
12	Kg .6	1.3	.7
13	1.5	1.7	0.2
14	1.6	1.9	0.3
15	1.3	1.5	0.2
16	1.4	1.7	0.3
17	1.3	1.3	0.0
18	1.4	1.7	0.3
19	1.3	1.6	0.3
20	1.4	1.8	0.4
21	2.0	2.0	0.0
22	2.0	2.5	0.5
23	2.0	2.5	0.5
		Total Gain	9.4
		$\bar{x}$ Gain Per Student	0.41

Table 20
Wide Range Achievement Test
(Grade Equivalent Scores)
Woodburn
Nellie Muir Elementary
Grade 3

Subject	Pre	Post	Difference
1	2.4	2.9	0.5
2	2.6	3.8	1.2
3	3.1	3.6	0.5
4	2.5	3.1	0.6
5	3.4	4.8	1.4
6	3.5	5.9	2.4
7	3.5	3.9	0.4
8	1.3	1.3	0.0
9	1.4	2.3	0.9
10	1.0	1.6	0.6
11	1.3	1.7	0.4
12	1.2	1.6	0.4
		Total Gain	9.3
		$\bar{x}$ Gain Per Student	0.8

Table 21
Wide Range Achievement Test
(Grade Equivalent Scores)
Woodburn
Nellie Muir Elementary
Grade 4

Subject	Pre	Post	Difference
1	1.8	1.8	0.0
2	3.3	3.5	0.2
3	1.1	1.4	0.3
4	3.8	3.8	0.0
5	4.5	3.8	-0.7
6	3.6	4.1	0.5
7	2.1	2.9	0.8
8	4.3	4.7	0.4
9	3.5	3.0	-0.5
10	2.2	2.4	0.2
11	5.5	6.5	1.0
12	2.1	2.1	0.0
13	1.2	1.2	0.0
14	2.2	3.2	1.0
		Total Gain	3.2
		$\bar{x}$ Gain Per Student	0.23

Table 22
Wide Range Achievement Test
(Grade Equivalent Scores)
Woodburn
Nellie Muir Elementary
Grade 5

Subject	Pre	Post	Difference
1	3.3	6.2	2.9
2	1.5	2.2	0.7
3	1.8	4.1	2.3
4	2.1	2.7	0.6
5	2.4	2.8	0.4
6	1.8	2.9	1.1
7	1.3	2.5	1.2
8	6.8	7.0	0.2
9	4.1	2.8	-1.3
10	1.3	2.1	0.8
11	2.9	2.9	0.0
12	1.2	1.4	0.2
13	2.9	2.9	0.0
14	1.4	1.4	0.0
		Total Gain	9.1
		$\bar{x}$ Gain Per Student	0.65

Table 23
Wide Range Achievement Test
Woodburn
Nellie Muir Elementary
Grades 6-7

Subject	Pre	Post	Difference
1	7.7	8.5	0.8
2	2.1	3.4	1.3
3	8.3	9.1	0.8
4	5.2	5.5	0.3
5	3.3	4.2	0.9
6	7.5	5.8	-1.7
7	10.5	7.7	-2.8
8	10.5	10.4	-0.1
9	7.7	12.6	4.9
10	4.1	5.6	1.5
11	7.3	6.5	-0.8
12	5.1	5.6	0.5
13	3.9	3.9	0.0
14	6.4	7.3	0.9
15	2.9	3.2	0.3
16	6.2	6.2	0.0
		Total Gain	6.8
		$\bar{x}$ Gain Per Student	0.425

Table 24
Kindergarten Skills List
North Santiam
(Percent Scores)

Subject	Pre	Post	Difference
1	.57	.59	.2
2	.71	.80	.9
3	.16	.25	.9
4	.20	.35	.15
5	.82	.99	.17
6	.50	.83	.33
7	.56	.71	.15
8	.70	.83	.13
9	.65	.80	.15
10	.82	.94	.12
11	.55	.74	.19
12	.79	.94	.15
13	.41	.67	.26
14	.50	.78	.28
15	.40	.56	.16
16	.20	.40	.20
17	.82	.99	.17
18	.70	.83	.13
19	.59	.68	.9
20	.27	.28	.1
21	.16	.28	.12
22	.49	.69	.20
23	.14	.17	.3
		$\bar{x}$ Gain Per Student	0.28%

Table 25
Wide Range Achievement Test
(Grade Equivalent Scores)
North Santiam

Subject	Pre	Post	Difference
		Math	
1	2.1	2.6	0.5
2	2.6	3.0	0.4
3	1.0	1.6	0.6
4	3.0	3.6	0.6
		Total Gain	2.1
		$\bar{x}$ Gain Per Student	0.525
		Reading (Phonics Skills List) (Percent Scores)	
1	.60	.72	.12
2	.07	.16	.09
3	.82	.90	.08
		$\bar{x}$ Gain Per Student	0.096%

Table 26
Wide Range Achievement Test
(Grade Equivalent Scroes)
North Santiam
Grade 2

Subject	Pre	Post	Difference
Math			
1	2.8	3.0	0.2
2	2.6	3.0	0.4
3	2.4	2.8	0.4
4	3.2	3.9	0.7
5	2.8	3.0	0.2
6	1.8	2.6	0.8
7	4.2	3.9	0.3
8	3.6	4.2	0.6
9	2.8	3.9	1.1
10	2.6	2.8	0.2
11	1.2	2.6	1.4
12	3.2	3.6	0.4
13	2.1	2.6	0.5
		Total Gain	7.2
		$\bar{x}$ Gain Per Student	0.5538
Reading (Phonics Skills List) (Percent Scores)			
1	.53	.77	.24
2	.56	.68	.12
3	.88	.95	.07
4	.63	.80	.17
5	.58	.65	.07
6	.60	.78	.18
7	.40	.50	.10
		$\bar{x}$ Gain Per Student	0.14%
Silvaroli Reading Test (Grade Equivalent Scores)			
1	3.0	4.0	1.0
2	4.5	5.0	0.5
3	1.0	1.0	0.0
		Total Gain	1.5
		$\bar{x}$ Gain Per Student	0.5

Table 27
Wide Range Achievement Test
(Grade Equivalent Scores)
North Santiam
Grade 3

Subject	Pre	Post	Difference
Math			
1	3.0	3.6	0.6
2	4.5	4.2	0.3
3	3.6	3.9	0.3
4	4.7	4.7	0.0
5	2.8	2.8	0.0
6	2.0	3.0	1.0
7	2.6	3.6	1.0
8	2.8	4.2	1.4
9	3.2	4.5	1.3
10	3.0	3.9	0.9
11	2.8	3.9	1.1
		Total Gain	7.9
		$\bar{x}$ Gain Per Student	0.718
Reading (Phonics Skills List) (Percent Scores)			
1	.77	.85	.08
2	.71	.84	.13
3	.92	.96	.04
		$\bar{x}$ Gain Per Student	0.083%
Silvaroli Reading Test (Grade Equivalent Scores)			
1	3.5	3.5	0.0
2	2.5	3.0	0.5
3	3.0	3.5	0.5
4	2.5	3.0	0.5
5	2.5	2.5	0.0
6	2.5	2.5	0.0
7	1.0	1.0	0.0
		Total Gain	1.5
		$\bar{x}$ Gain Per Student	0.2142

Table 28
Wide Range Achievement Test
(Grade Equivalent Scores)
North Santiam
Grade 4

Subject	Pre	Post	Difference
		Math	
1	3.9	4.2	0.3
2	3.9	4.2	0.3
3	3.2	3.9	0.7
4	2.8	3.6	0.8
		Total Gain	2.1
		$\bar{x}$ Gain Per Student	0.525

Silvaroli Reading Test
(Grade Equivalent Scores)

1	4.0	5.0	1.0
2	4.5	6.0	1.5
3	5.5	5.5	0.0
4	1.5	1.5	0.0
5	3.0	3.5	0.5
6	4.0	5.0	1.0
7	3.0	3.0	0.0
8	1.2	3.0	1.8
9	3.0	3.9	0.9
10	5.0	6.5	1.5
11	3.0	3.5	0.5
12	4.0	4.7	0.7
		Total Gain	9.4
		$\bar{x}$ Gain Per Student	0.7833

Table 29
Wide Range Achievement Test
(Grade Equivalent Scores)
North Santiam
Grade 5

Subject	Pre	Post	Difference
		Math	
1	3.9	4.2	0.3
2	4.7	4.7	0.0
3	3.9	4.7	0.8
4	3.0	3.6	0.6
5	4.5	4.7	0.2
6	5.7	5.7	0.0
7	4.7	5.0	0.3
8	10.7	12.8	2.1
9	4.5	4.5	0.0
10	3.6	4.5	0.9
11	8.2	4.7	3.5
		Total Gain	8.7
		$\bar{x}$ Gain Per Student	0.7909

Silvaroli Reading Test
(Grade Equivalent Scores)

Subject	Pre	Post	Difference
1	4.5	5.0	0.5
2	7.5	8.0	0.5
3	5.5	6.5	1.0
4	4.5	5.0	0.5
5	7.0	7.5	0.5
6	5.0	5.5	0.5
7	4.0	5.0	1.0
8	7.0	7.5	0.5
9	6.5	6.5	0.0
10	4.0	5.5	1.5
11	3.5	3.5	0.0
12	5.0	6.0	1.0
		Total Gain	7.5
		$\bar{x}$ Gain Per Student	0.625

Table 30
Wide Range Achievement Test
(Grade Equivalent Scores)
North Santiam
Grade 6

Subject	Pre	Post	Difference
		Math	
1	6.5	6.3	0.2
2	5.9	5.3	0.6
		Total Gain	0.8
		$\bar{x}$ Gain Per Student	0.4
		Silvaroli Reading Test (Grade Equivalent Scores)	
1	5.0	6.0	1.0
2	7.0	7.5	0.5
		Total Gain	1.5
		$\bar{x}$ Gain Per Student	0.75

Table 31
Wide Range Achievement Test
(Grade Equivalent Scores)
North Santiam
Grade 7

Subject	Pre	Post	Difference
		Math	
1	8.2	8.2	0.0
2	5.3	5.3	0.0
		$\bar{x}$ Gain Per Student	0.0
		Silvaroli Reading Test (Grade Euivalent Scores)	
1	7.5	8.0	0.5
2	3.0	3.5	0.5
3	4.5	5.0	0.5
		Total Gain	1.5
		$\bar{x}$ Gain Per Student	0.5

Evaluator's Comments:

Marion County successfully completed the migrant program in four projects.

The three curriculum directors were a tremendous addition to the success of this year's program. They were especially helpful to the new teachers in setting up their classrooms in both management and curriculum.

An outdoor education program took place at Camp Yamhill for 125 students and 20 counselors. The group spent a period of four days and three nights. The program involved classes in pond study, soil conservation, and enviromental study. A day was set aside during the four-day period to spend the total day at the coast to do some exploration.

An all day in-service was held in Salem for the total staff involved in the migrant summer schools throughout Marion County. The staff received an operations' manual which described the duties and responsibilities of each member.

No evaluative data was submitted for preschool and first-grade children from the Woodburn project.

Area Name: Central School District 13J

County: Polk

Funding Allocated: $23,159

Project Beginning Date: June 16, 1975

Project Ending Date: August 1, 1975

School Session: Summer

Number of Migrant Students Enrolled: 56

Introduction:

Central School District 13J was the only school district participating in the program. The 56 public school migrant students enrolled were divided into grades K-7 as shown in Table 1. No nonpublic school migrant children participated in the program. Personnel participating in the program included three teachers, three aides, and fourteen volunteers. Table 2 presents the number of certificated personnel employed.

Table 1

MIGRANT STUDENTS ENROLLED

Grade	Enrolled	ADM
Preschool	35	26.58
First	5	2.30
Second	4	2.89
Third	4	1.91
Fourth	2	1.85
Fifth	2	1.67
Sixth	3	2.39
Seventh	1	.52
Eighth		
Ninth		
Tenth		
Eleventh		
Twelfth		
TOTAL	56	40.11

Table 2

CERTIFICATED PERSONNEL EMPLOYED

A. Bilingual	
1. Target Group	1
2. Other	1
B. English-Speaking	
1. Target Group	0
2. Other	1
TOTAL	3

Supplementary statistical data gathered during the operation of the program are shown in Table 3.

Table 3

SUPPLEMENTARY STATISTICAL DATA

A. Total Bus Miles	1,439.5	
B. Health Examinations	54	19 Audio Exams
C. Health Referrals	18	
D. Dental Examinations	9	
E. Dental Referrals	6	54 Dental Care Training
F. Breakfasts	0	
G. Morning Snacks	455	
H. Hot Lunches	1,329	includes 253 NYC aides, and 44 teachers
I. Afternoon snacks	0	
J. No. of Teachers	3	
K. No. of Aides		
1. Target Group	3	
2. Other	1	
3. Bilingual	2	
Total Aides	3	
L. No. of Volunteers		
1. Target Group	10	
2. Other	4	
Total	14	

Objectives and Evaluation Plan:

Preschool: (Ages 4 and 5)

1. Each child should grow in concept development.

To evaluate this objective, the Basic Concept Inventory should have been administered to all children on a pre- post-test basis. Each child's progress in development of concepts should have been entered daily on a progress chart on the specific concepts to be measured. Formal and informal evaluation should have been conducted by teachers.

2. Each child should show growth in oral language development.

To evaluate this objective, the Basic Concept Inventory should have been administered to all children on a pre- post-test basis. A continuing progress check on each child with daily entries should have been kept. Also, informal evaluations should have been kept by the teachers.

Primary: (Ages 6 and 7)

Each child should show growth in oral language development.

To evaluate this objective, the Basic Concept Inventory should have been administered to all children on a pre- post-test basis. Continuing progress checks on a chart for each child and daily entries for skills and concepts to be measured should have been kept. Children who scored 15 or better on the Basic Concept Inventory should have been placed in the Sullivan Reading Program, according to initial placement test, and progress measured in the number of books completed (grade level). Informal teacher assessment should have been conducted.

Elementary: (Ages 8 to 12)

1. Each child should show progress in reading skills.

To evaluate this objective, the Sullivan Placement Test should have been given to each child on entry, who would then be placed in the appropriate workbook. Growth should have been reported as to the grade level increase from placement to the final book completed.

2. Each child should show growth in language development.

To evaluate this objective, the Dolch Word List should have been administered to all children on a pre- post-test basis.

All Children:

1. Each child's health needs should have been assessed and remediation begun.

To evaluate this objective, health screenings through cooperating agencies should have been arranged for each child, and should have included a physical exam, a dental exam, and vision screening. Children with health needs should have been referred to appropriate agencies, and remediation should have been monitored. Informal evaluation should have been conducted by teachers. A detailed record of the number and kind of exams and remedial activities should have been included in the final report.

2. Cultural awareness activities should be an integral part of the curriculum.

To evaluate this objective, informal evaluation by teachers in the form of a narrative report listing each classes activities should have been reported.

Methodology:

The migrant program in Polk County was held at Independence Elementary School. The curriculum emphasized reading skills, language experience, and speech. The program stressed individualized and small group instruction based on the specific needs of the children.

At the preschool level, 25 children ages four-six were served by a teacher, three NYC aides, and two teacher assistants. The children were assessed with the Basic Concept Inventory and the Preschool Academic Checklist. They were provided language development in a self-contained classroom using the Swirl Program, Peabody Kits, and tapes. They also viewed the bilingual program Villa Allegre. The staff provided the children with instruction in Spanish and English in colors, numbers, and short phrases. Some children also recited poems in both languages. The total staff was bilingual.

At the primary and elementary level, 13 children ages seven through twelve were served by a teacher and an aide. The children were assessed with the San Diego Test and the Sullivan Placement Test. Emphasis was placed on reading and language development. The Sullivan Language Development Kit, Peabody Kit, and teacher-made materials were used for these levels. Art, music, and physical education activities were also provided.

The Migrant Education Service Center also provided preservice for the total staff.

The following schedule was used duing the summer program.

Time	Activities
8:00 a.m. -	Busing, bus arrivals, walk-in, parent transported pupils, registration, flag raising, snack time.
8:00 a.m. - 11:30 a.m.	Diagnosis, prescription, and programming of communication needs. Directed activities including organized P.E., arts and crafts, videotapes, remedial reading, and health. Recess was determined by the teacher according to need and ages.
11:30 a.m. - 12:00 noon	Warm meal.
12:00 noon - 12:30 p.m.	Supervised activities including playground and gym areas.
12:30 p.m. - 1:30 p.m.	Swimming (except for the Preschool and Day Care).
1:30 p.m. - 2:00 p.m.	Supervised language arts, health, arts and crafts.

Friday was reserved for all-day field trips for all. Preschool children children would take their field trips on Thursday.

Family Night, once a week: 7:00 p.m. - 9:00 p.m.

Results:

Preschool:

1. Each child should show growth in concept development.

2. Each child should show growth in oral language development.

Table 4 and 5 present the results of the Preschool Academic Checklist for children ages four and five and five and six.

Table 6 presents the results of the Basic Concept Inventory for children in prekindergarten and kindergarten.

Primary:

Each child should show growth in oral language development.

No evaluative data were submitted for this objective.

Elementary:

1. Each child should show progress in reading skills.

No evaluative data were submitted for this objective.

2. Each child should show growth in language development.

Table 7 presents the results of the Dolch Sight Word List for children in grades one through six.

All children:

1. Each child's health needs should be assessed and remediation begun.

This objective has been met as shown on Table 3 in the supplementary statistical data.

2. Cultural awareness activities should be an integral part of the curriculum.

This objective has been met.

Table 4
Preschool Academic Checklist
Summary Sheet

Area: Polk
School: Independence
Total Students Tested: 9

CA: 4- and 5-year-olds

Task	Pre	Post	Gain
Knows His Name	5	8	3
Arithmetic			
Counting 1-10	1	4	3
Counting 11-20	0	1	1
Counting 21-30	0	0	0
Counting 31-40	0	0	0
Counting 41-50	0	0	0
Counting Objects 1-28	0	0	0
Naming Numerals 1-20	0	0	0
Matching Numerals to Objects 1-5	1	0	1
Recognizing Shapes			
Circle	2	7	5
Square	0	6	6
Triangle	2	7	5
Rectangle	0	4	4
Recognizing Size			
Big	5	9	4
Little	5	9	4
Knowledge of Time			
Morning	1	7	6
Noon	0	2	2
Night	1	6	5
Telling Time			
Clock 1- 9:00			
Clock 2- 4:30	0	0	0
Recognizing Coin Money			
Penny	5	7	2
Nickel	2	6	4
Dime	2	7	5
Knowledge of Money			
Five pennies/one nickel	0	0	0
Dime/two nickels	0	0	0
Reading			
Recognizing Right and Left			
Right	4	7	3
Left	4	7	3
Recognizing Difference			
Words and Pictures	1	6	5
Recognizing the Same and Difference			
Same	2	5	3
Difference	1	5	4
Recognizing Letters			
a	0	1	1
i	1	3	2
n	0	1	1
p	2	4	2
t	1	2	1
m	0	3	3
Recognizing Sounds			
s	0	0	0
m	0	0	0
t	0	0	0
n	0	0	0
p	0	0	0
d	0	0	0
Recognizing Words			
cat	0	8	8
dog	0	6	6
red	0	5	5
chair	0	5	5
door	0	5	5
boy	0	7	7
girl	0	5	5
Writing			
Writing First Name	0	4	4
Writing Numbers 1-10	0	0	0
Writing Numbers 11-20	0	0	0
Writing Letters A-Z	0	0	0
Colors			
Identify by Pointing			
red	4	8	4
blue	2	7	5
green	3	6	3
orange	4	8	4
yellow	3	7	4
white	1	5	4
black	2	5	3
brown	2	5	3
Identify by Naming			
orange	3	7	4
black	3	8	5
red	2	7	5
green	2	5	3
yellow	2	7	5
blue	3	7	4
brown	1	3	2
white	1	6	5

Total Gain 196

Average Gain Per Student 21.78

Table 5
Preschool Academic Checklist
Summary Sheet

Area: Polk
CA: 5- and 6-year-olds
School: Independence
Total Students Tested: 19

Task	Pre	Post	Gain
Knows His Name	15	19	4
Arithmetic			
Counting 1-10	16	18	2
Counting 11-20	10	14	4
Counting 21-30	6	11	5
Counting 31-40	5	11	6
Counting 41-50	3	10	7
Counting Objects 1-20	10	13	3
Naming Numerals 1-20	4	10	6
Matching Numerals to Objects 1-5	11	16	5
Recognizing Shapes			
Circle	14	19	5
Square	12	19	7
Triangle	14	18	4
Rectangle	7	17	10
Recognizing Size			
Big	19	19	0
Little	18	19	1
Knowledge of Time			
Morning	4	9	5
Noon	5	5	0
Night	8	13	5
Telling Time			
Clock 1- 9:00 or 11:45	1	14	13
Clock 2- 4:30	2	9	7
Recognizing Coin Money			
Penny	17	19	2
Nickel	10	19	9
Dime	13	19	6
Knowledge of Money			
Five pennies/one nickel	2	11	9
Dime/two nickels	2	13	11
Reading			
Recognizing Right and Left			
Right	11	19	8
Left	12	19	7
Recognizing Difference Words and Pictures	15	19	4
Recognizing the Same and Difference			
Shapes	16	18	2
Letters	7	15	8
Recognizing Letters			
a	14	14	0
i	13	16	3
n	11	14	3
p	13	15	2
t	14	15	1
m	12	15	2

Task	Pre	Post	Gain
Recognizing Sounds			
s	14	15	1
m	12	[illegible]	2
t	12	14	2
n	11	12	1
p	10	15	5
d	5	15	10
Recognizing Words			
cat	6	13	7
dog	4	12	8
red	2	14	12
chair	2	12	10
door	2	11	9
boy	2	13	11
girl	2	11	9
Writing			
Writing First Name	4	15	11
Writing Numbers 1-10	4	14	10
Writing Numbers 11-20	0	12	12
Writing Letters A-Z	0	9	9
Colors			
Identify by Pointing			
red	19	19	0
blue	18	19	1
green	18	19	1
orange	19	19	0
yellow	19	19	0
white	18	19	1
black	19	19	0
brown	19	19	0
Identify by Naming			
orange	14	18	4
black	17	18	1
red	19	19	0
green	18	19	1
yellow	18	19	1
blue	17	18	1
brown	18	18	1
white	18	18	1

Total Gain 318

Average Gain Per Student 16.74

Table 6
Basic Concept Inventory
Prekindergarten - Kindergarten

Prekindergarten

Subject	Pre	Post	Difference
1	33	20	-13
2	52	29	-23
3	43	23	-25
4	26	11	-15
5	65	62	-3
6	39	26	-13

Average Score Gain Per Pupil 15.33
Range of Score Gains 3-25

Kindergarten

1	17	3	-14
2	59	51	-8
3	16	8	-8
4	38	12	-16
5	25	18	-17
6	16	8	-8
7	36	10	-26
8	46	12	-34
9	32	8	-24
10	96	70	-26
11	24	8	-16
12	17	5	-12
13	63	28	-35
14	74	49	-25
15	66	32	-34
16	74	47	-27
17	76	45	-31
18	109	90	-19
19	61	25	-36
20	113	95	-18

Average Score Gain Per Pupil 21.7
Range of Score Gains 8-36

Table 7
Dolch Sight Word List
Grades 1-6

Subject	Pre	Post	Difference
Grade 1:			
1	137	211	74
2	5	37	32
3	6	1	-5
		Average Gain	33.66
Grade 2:			
1	6	31	25
2	32	169	137
		Average Gain	81
Grade 3:			
1	85	159	74
2	6	32	26
		Average Gain	50
Grade 4:			
1	127	216	89
		Average Gain	89
Grade 5:			
1	203	220	17
2	220	220	0
		Average Gain	8.5
Grade 6:			
1	220	220	0
2	220	220	0
3	220	220	0
		Average Gain	0

Evaluator's Comments:

Results of this program indicate that the Polk County summer program was successful for the majority of the children served. It also provided enrichment activities, field trips, and a swimming program which were beneficial to all students.

No evaluative data was submitted for Objective 1 in the primary level and Objective 1 for the elementary level as stated in the letter of agreement.

A letter was sent to the area director to verify the date and time which would be convenient for the purpose of monitoring the program. It was impossible to spend more time at this site because field trips had been scheduled for that day.

Area Name: Milton-Freewater District 31

County: Umatilla

Funding Allocated: $10,186

Project Beginning Date: June 9, 1975

Project Ending Date: July 11, 1975

School Session: Summer

Number of Migrant Students Enrolled: 38

Introduction:

Milton-Freewater District 31 was the only district participating in the program. The total number of public school migrant students enrolled (38) was divided into grades preschool through seventh as shown in Table 1. No nonpublic school migrant children participated in the program. Personnel participating in the program were two teachers and two aides. Table 2 presents the number of certificated personnel employed.

Table 1

MIGRANT STUDENTS ENROLLED

Grade	Enrolled	ADM
Preschool	11	12.9
First	5	16.8
Second	5	10.8
Third	6	17.66
Fourth	6	15.5
Fifth	4	15.25
Sixth	0	0.0
Seventh	1	1
Eighth		
Ninth		
Tenth		
Eleventh		
Twelfth		
TOTAL	38	12.83

Table 2

CERTIFICATED PERSONNEL EMPLOYED

A.	Bilingual	
	1. Target group	0
	2. Other	3
B.	English-speaking	0
	1. Target group	0
	2. Other	0
TOTAL		3

Supplementary statistical data gathered during the operation of this program are shown in Table 3.

Table 3

SUPPLEMENTARY STATISTICAL DATA

A.	Total Bus Miles	780
B.	Health Examinations	28
C.	Health Referrals	8
D.	Dental Examinations	28
E.	Dental Referrals	10
F.	Breakfasts	586
G.	Morning Snacks	0
H.	Hot Lunches	586
I.	Afternoon Snacks	0
J.	No. of Teachers	2
K.	No. of Aides	
	1. Target group	0
	2. Other	2
	3. Bilingual	2
	Total Aides	2
L.	No. of Volunteers	
	1. Target Group	0
	2. Other	1
	Total Volunteers	1

Objectives and Evaluation Plan:

Preschool and Elementary:

1. Students should improve their sight and sounds indentification of basic English functions.

To evaluate this objective, all students were pre- and post-tested using the Preschool Academic Checklist, Northwest Syntax Checklist, Peabody Checklist, or the WRAT.

2. Students should improve their academic abilities in reading, writing, and mathematics.

To evaluate this objective, all children were pre- and post-tested in mathematics and word recognition. Continuous observations of the students' use of language to determine the carry-over of skills outside the classroom were made by the teachers, aides, and supervisory personnel. Also, the SRA was used.

3. Students should learn the fundamentals of survival in the water.

To evaluate this objective, the swimming instructors determined the swimming ability of each student as he/she entered the course. Each student was expected to float for one minute and/or swim a distance of 15 feet.

4. Each child should have well-balanced meals including breakfast, snack, and lunch.

To evaluate this objective, a count was kept of all meals served, with a list of each student and how he participated in the program.

Methodology:

The project employed three certificated teachers, one of whom worked as an aide. A part-time teacher aide was also employed. The summer program was conducted at Freewater Elementary School. The project served children in grades K through elementary. Children in kindergarten were pretested with the Preschool Academic Checklist and the Northwest Syntax, and then placed accordingly. At the elementary level, the WRAT was administered to the children. A wide variety of materials were used, such as Distar, modern school mathematics, ditto masters, SRA, Encyclopaedia Britannica, Bilingual Filmstrip Series, individualized learning packets, word reading cards, and teacher-made materials.

Cultural awareness was encouraged in the students by singing songs, conducting finger plays, using Move Ahead Series, and performing Mexican and Indian dances.

The students were picked up at the day care center at 6:55 a.m. to arrive at Freewater Elementary at 7:05 a.m. Breakfast was served from 7:15 a.m. to 7:45 a.m. At 7:45 a.m., all students went to the library for announcements, roll call, regulations, etc., until 8:00 a.m. Students then went to class until 9:45 a.m. to 10:45 a.m. The students often went swimming and sometimes worked on the trampoline and tumbling. From 11:00 a.m. to 11:45 a.m. health activities were conducted. Students lunched from 11:30 a.m. to 12:30 p.m. The students then returned to the classroom for toothbrushing and a play period until about 1:00 p.m. From 1:00 p.m. to 1:45 p.m. varied activities took place, such as painting, story telling, and films. At 1:45 p.m. the students and bussed were taken to the day care center.

Results:

1. Students did improve the sight and sounds identification of basic English functions.

2. Students did improve their academic abilities in reading, writing, and mathematics.

Tables 4 through 6 present the results of the Wide Range Achievement Test in the areas of reading, spelling, and mathematics from students in grades one-five.

3. Students did learn the fundamentals of survival in the water.

4. Each child was provided with well-balanced meals including breakfast, snack, and lunch.

Table 4
WRAT Test
Reading
(Grade Equivalent)
Grades 1-5

Grade 1:

Subject	Pre	Post	Difference
1	1.2	1.4	0.2
2	1.9	1.7	-0.2
3	1.2	1.5	0.3
4	1.2	1.5	0.3
5	1.2	1.2	0.0
6	1.2	1.3	0.1
	Total Gain =	0.7	$\bar{x}$ = 0.1166

Grade 2:

1	2.1	2.5	0.4
2	2.9	3.1	0.2
3	2.2	2.3	0.1
4	2.9	3.1	0.2
	Total Gain =	0.9	$\bar{x}$ = 0.225

Grade 3:

1	3.1	4.4	1.3
2	3.3	3.3	0.0
3	3.3	3.9	0.6
4	3.6	3.9	0.3
5	3.6	4.2	0.6
	Total Gain =	2.8	$\bar{x}$ = 0.56

Table 4 (Continued)
WRAT Test
Reading
(Grade Equivalent)
Grades 1-5

Grade 4:

Subject	Pre	Post	Difference
1	4.4	5.1	0.7
2	4.5	5.7	1.2
3	4.8	5.1	0.3
4	4.2	4.7	0.5
	Total Gain =	2.7	$\bar{x}$ = 0.675

Grade 5:

Subject	Pre	Post	Difference
1	5.0	4.1	-0.9
	Total Gain =	-0.9	$\bar{x}$ = -0.9

Table 5
WRAT Test
Spelling
(Grade Equivalent)
Grades 1-5

Grade 1:

Subject	Pre	Post	Difference
1	1.1	1.2	0.1
2	1.7	3.2	1.5
3	1.0	2.3	1.3
4	1.1	1.5	0.4
5	1.2	4.5	3.3
	Total Gain =	6.6	$\overline{x}$ = 1.32

Grade 2:

Subject	Pre	Post	Difference
1	2.5	3.0	0.5
2	2.9	3.0	0.1
3	2.7	2.5	-0.2
4	2.3	3.0	0.7
5	2.6	2.5	-0.1
	Total Gain =	1.0	$\overline{x}$ = 0.2

Grade 3:

Subject	Pre	Post	Difference
1	3.0	4.5	1.5
2	3.0	3.2	0.2
3	3.9	4.2	0.3
4	3.7	4.2	0.5
5	3.5	4.5	1.0
6	3.9	4.5	0.6
	Total Gain =	2.4	$\overline{x}$ = 0.4

Table 5 (Continued)
WRAT Test
Spelling
(Grade Equivalent)
Grades 1-5

Grade 4:

Subject	Pre	Post	Difference
1	4.5	3.0	-1.5
			$\bar{x}$ = -1.5

Grade 5:

Subject	Pre	Post	Difference
1	5.7	6.5	-0.8
			$\bar{x}$ = 0.8

Table 6
WRAT Test
Mathematics
(Grade Equivalent)
Grades 1-5

Grade 1:

Subject	Pre	Post	Difference
1	1.6	2.4	0.8
2	1.6	3.2	1.6
	Total Gain =	2.4	$\bar{x}$ = 1.2
Grade 2:			
1	2.1	2.4	0.3
2	2.6	4.7	2.1
3	2.1	2.1	0.0
	Total Gain =	2.4	$\bar{x}$ = 0.8
Grade 3:			
1	3.6	5.0	1.4
2	3.6	4.7	1.1
3	3.6	3.9	0.3
4	3.9	4.5	0.6
5	3.2	3.9	0.7
	Total Gain =	4.1	$\bar{x}$ = 0.82

Table 6 (Continued)
WRAT Test
Mathematics
(Grade Equivalent)
Grades 1-5

Grade 4:

Subject	Pre	Post	Difference
1	4.7	4.2	-0.5
2	4.2	4.2	0.0
3	4.7	5.5	0.8
4	4.5	5.7	1.2
5	4.7	5.2	0.5
6	4.5	3.9	-0.6
	Total Gain =	1.5	$\overline{x}$ = 0.25

Grade 5:

Subject	Pre	Post	Difference
1	5.2	4.2	-1.0
2	5.2	5.3	0.1
3	5.0	4.7	-0.3
	Total Gain =	-1.2	$\overline{x}$ = -0.4

Evaluator's Comments:

The summer program was conducted as described in the proposal. Test results indicate that some growth was made in the areas assessed. It should be noted, however, that the first graders were the only group that made one point or more gain in the areas of math and spelling.

Recommendations:

1. More in-service planning to coordinate staff activities should take place before the program begins.

2. Office space should be provided for the director at the project site.

Area Name: The Dalles, Oregon

County: Wasco County

Funding Allocated: $39,557

Project Beginning Date: June 5, 1975

Project Ending Date: July

School Session: Summer

Number of Migrant Students Enrolled: 243

Introduction:

The Dalles School District was the only district participating in the program. The total number of public school migrant students enrolled (243) were divided into grades K-6 as shown in Table 1. No nonpublic school migrant children participated in the program. The personnel participating in the program included: seven teachers, eleven plus one part-time aide, and five volunteers. Table 2 presents the number of certificated personnel employed.

Table 1

MIGRANT STUDENTS ENROLLED

Grade	Enrolled	ADM
Preschool - 3's, 4's, 5's	112	53.21
First - 6's	32	17.44
Second - 7's	30	17.66
Third - 8's, 9's	30	17.33
Fourth - 8's, 9's		
Fifth 10's, 12's		
Sixth - 10's, 12's	39	15.88
Seventh		
Eighth		
Ninth		
Tenth		
Eleventh		
Twelfth		
TOTAL	243	121.52

Table 2

CERTIFICATED PERSONNEL EMPLOYED

A. Bilingual	
1. Target Group	
2. Other	2
B. English-Speaking	
1. Target Group	
2. Other	5
TOTAL	7

Supplementary statistical data gathered during the operation of the program are shown in Table 3.

Table 3

SUPPLEMENTARY STATISTICAL DATA

A. Total Bus Miles	2,800
B. Health Examinations	182
C. Health Referrals	Doctor gave medical attention each Monday, Wednesday, and Thursday at clinic held at school during duration of program.
D. Dental Examinations	182
E. Dental Referrals	2
F. Breakfasts	2,188
G. Morning Snacks	2,188
H. Hot Lunches	2,188
I. Afternoon Snacks	2,188
J. No. of Teachers	7
K. No. of Aides	
1. Target Group	1 part time
2. Other	11
3. Bilingual	6
Total Aides	11 + 1 part time
L. No. of Volunteers	
1. Target group	0
2. Other	5
Total Volunteers	5

Objectives and Evaluation Plan:

Preschool and Elementary: (P-6)

1. The program should improve the receptive and expressive English vocabulary of each student in a class of 20 or fewer children for at least six days.

To evaluate this objective, all children should have been administered the Moreno Test, a vocabulary checklist, and/or other suitable devices in conjunction with a recording system should have been used.

2. Each student should be able to participate in summer school and should not be prohibited by lack of adequate day care facilities.

To evaluate this objective, the number of students participating in the education program who have brothers and sisters in the day care should have been counted.

Methodology:

The Wasco County migrant program was held at Dry Hollow Elementary School in The Dalles. The program curriculum was developed around one basic goal which was to improve the receptive and expressive English vocabulary of each student. Also, bilingual education was being provided for the students by translating materials, the use of the Moreno Test, and oral communication. The program also offered many and varied activities, such as field trips, artwork, television, conversation and discussion, swimming, picnics, paperwork, and bookwork. Those students who were pretested did additional work in other parts of the curriculum of the regular school program, which was basically subject oriented.

The Preschool group (ages three-five) received language instruction by using puppets, shapes, blocks, puzzles, dittos, movies, films, records, and art supplies. The children received one-to-one and group instruction.

The primary group (ages six-eight) received language and math instruction by using teacher-made games, Spanish and English vocabulary, sound games, math games, song games, movies, records, puzzles, filmstrips with cassettes. The instruction was provided in small and large group instruction.

The elementary group (ages nine-twelve) also received language instruction by using teacher-made materials, dittos, word cards, record players, cassettes, films, art work, and field trips. Small and large group instruction were also implemented.

The daily schedule consisted of the following:

5:45 a.m. to 8:15 a.m. - Breakfast and early morning activities
8:20 a.m. to 8:45 a.m. - Attendance, lunch count, flag salute
8:45 a.m. to 9:30 a.m. - Class activities
9:35 a.m. to 10:00 a.m. - Snack and recess
10:00 a.m. to 11:40 a.m. - Class activities
11:15 a.m. to 12:00 noon - Lunch and recess for 4's -7's
11:40 a.m. to 12:25 p.m. - Lunch and recess for 8's - 12's
12:00 noon to 1:45 p.m. - Classroom activities
1:45 p.m. to 2:05 p.m. - Snack and recess
2:00 p.m. to 3:00 p.m. - Class activities
3:00 p.m. to 3:10 p.m. - Prepare and load bases
3:15 p.m. - Bus departure

The day care component was serving young infants and older toddlers. This component allowed the school-age children to attend the summer program.

Results:

Preschool and Elementary: (P-6)

1. The program should improve the receptive and expressive English vocabulary of each student in a class of 20 or fewer children for at least six days.

Tables 4 and 5 present the results of the Moreno Language Test for four-year-olds administered in English and Spanish.

Tables 6 and 7 present the results of the Moreno Language Test for five-year-olds administered in English and Spanish.

Tables 8 and 9 present the results of the Moreno Language Test for six-year-olds administered in English and Spanish.

Tables 10 through 12 present the results of the Moreno Language Test for two sections of seven-year-olds administered in English and one section administered in Spanish.

Tables 13 and 14 present the results of the Moreno Language Test for eight- and nine-year-old children in oral English and oral Spanish.

Table 15 presents the results of the Silvaroli Reading Test for eight- and nine-year-old children.

Tables 16 and 17 present the results of the Moreno Language Test for students nine through thirteen years of age in English and Spanish.

Table 18 presents the results of the Silovaroli Reading Test for children ages nine through thirteen.

2. Each student should be able to participate in summer school and should not be prohibited by lack of adequate day care facilities.

The number of children in the education program who had brothers and/or sisters in the day care component of the program was 73.

Table 4
Moreno Language Test
English Edition
Four-Year-Olds

Subject	Pre	Post	Difference
1	0	37	37
2	2	35	33
3	20	142	122
4	26	59	33
5	0	4	4
6	7	18	11
7	2	17	15
8	18	94	76
9	5	48	43
10	5	1	-4
11	4	4	0
12	7	35	28
		Total Skill Gain	398
		Average Skill Gain	33.16

Table 5
Moreno Language Test
Spanish Edition
Four-Year-Olds

Subject	Pre	Post	Difference
1	0	0	0
2	1	1	0
3	2	8	6
4	7	35	25
5	14	32	18
6	7	48	41
7	4	20	16
8	7	64	57
9	16	21	5
10	5	29	24
11	7	7	0
		Total Skill Gain	192
		Average Skill Gain	17.45

Table 6
Moreno Language Test
English Edition
Five-Year-Olds

Subject	Pre	Post	Difference
1	2	17	15
2	8	21	13
3	2	17	15
4	7	17	10
5	5	36	31
6	53	151	98
7	16	35	19
8	3	7	4
9	32	57	25
10	7	55	48
11	20	58	38
		Total Skill Gain	316
		Average Skill Gain	28.72

Table 8
Moreno Language Test
English Edition
Six-Year-Olds

Subject	Pre	Post	Difference
1	90	98	8
2	89	100	11
3	88	99	11
4	22	57	35
5	21	90	69
6	0	9	9
7	0	2	2
8	0	1	1
9	14	85	71
10	95	100	5
11	71	97	26
12	28	97	69
13	28	45	17
14	96	100	4
15	95	100	5
16	0	9	9
17	0	5	5
18	92	100	8
19	82	100	18
20	0	13	13
21	56	92	36
22	99	100	1
23	0	4	4
24	71	95	24
25	90	98	8

Total Skill Gain 469

* 100 Possible Points

Average Skill Gain 18.76

Table 9
Moreno Language Test
Spanish Edition
Six-Year-Olds

Subject	Pre	Post	Difference
1	87	89	2
2	87	89	2
3	62	86	24
4	76	89	13
5	80	89	9
6	76	89	13
7	81	89	8
8	86	89	3
9	83	89	6

Total Skill Gain 80

* 89 Possible Points

Average Skill Gain 8.88

Table 10
Moreno Language Test
English Edition
Seven-Year-Olds

Subject	Pre	Post	Difference
1	36	128	92
2	37	151	114
3	82	151	69
4	38	48	10
5	0	2	2
6	5	7	2
7	5	19	14
8	151	151	0
9	151	151	0
10	151	151	0
11	151	151	0
12	35	151	116
13	16	17	1
14	2	19	17
15	7	109	102
16	105	151	46
17	132	151	19
18	0	3	3
19	0	2	2
20	151	151	0
21	28	151	123
22	5	64	59
23	17	59	42
24	151	151	0
25	151	151	0
26	151	151	0
		Total Skill Gain	833
* 151 Possible Points		Average Skill Gain	32.03

Table 11
Moreno Language Test
English Edition
Seven-Year-Olds

Subject	Pre	Post	Difference
1	29	72	43
2	62	82	20
3	75	93	18
4	24	33	9
5	0	2	2
6	5	7	2
7	3	10	7
8	94	100	6
9	97	100	3
10	96	99	3
11	86	95	9
12	25	87	62
13	6	9	3
14	2	11	9
15	71	77	6
16	91	99	8
17	0	2	2
18	80	85	5
19	89	98	9
20	0	3	3
21	0	2	2
22	99	99	0
23	80	96	16
24	4	37	33
25	12	75	63
26	87	98	11

Total Skill Gain 354

* 100 Possible Points

Average Skill Gain 31.61

Table 12
Moreno Language Test
Spanish Edition
Seven-Year-Olds

Subject	Pre	Post	Difference
1	16	79	63
2	80	84	4
3	89	89	0
4	17	88	71
5	74	88	14
6	9	85	76
		Total Skill Gain	228
* 89 Possible Points		Average Skill Gain	38

Table 14
Moreno Language Test
Spanish Edition
(Oral Spanish)
Eight- and Nine-Year-Olds

Subject	Pre	Post	Difference
1	2	4	2
2	9	62	53
		Total Skill Gain	55
* 89 Possible Points		Average Skill Gain	27.5

Table 13
Moreno Language Test
English Edition
(Oral English)
Eight- and Nine-Year-Olds

Subject	Pre	Post	Difference
1	90	95	5
2	85	96	11
3	96	100	4
4	90	100	10
5	6	7	1
6	90	94	4
7	84	97	13
8	85	94	9
9	84	93	9
10	94	99	5
11	85	96	11
12	94	98	4
13	93	100	7
14	98	100	2
15	85	96	11
16	87	98	11
17	10	19	9
18	22	29	7
19	92	97	5
20	85	96	11
21	9	13	4
		Total Skill Gain	153
* 100 Possible Points		Average Skill Gain	7.28

Table 15
Silvaroli Reading Test
(Raw Score)
Eight- and Nine-Year-Olds

Subject	Pre	Post	Difference
1	75	79	4
2	34	40	6
3	74	79	5
4	54	76	22
5	13	17	4
6	18	20	2
7	16	19	3
8	14	16	2
9	27	27	0
10	14	16	2
11	53	60	7
12	17	20	3
13	115	133	18
14	49	55	6
15	27	33	6
16	16	18	2
17	134	140	6
18	136	160	24
19	36	37	1
		Total Gain	123
		Average Gain Per Student	6.47

* 160 Possible Points

Table 16
Moreno Language Test
English Edition
Nine - Thirteen-Year-Olds

Subject	Pre	Post	Difference
1	95	98	3
2	27	97	70
3	89	99	10
4	4	11	7
5	3	12	9
6	41	88	47
7	92	100	8
8	85	100	15
9	90	100	10
10	87	100	13
11	38	91	53
12	81	98	17
13	27	96	69
14	95	100	5
		Total Skill Gain	336
* 100 Possible Points		Average Skill Gain	24

Table 17
Moreno Language Test
Spanish Edition
Nine - Thirteen-Year-Olds

Subject	Pre	Post	Difference
1	71	87	16
2	45	83	38
		Total Skill Gain	54
* 89 Possible Points		Average Skill Gain	27

Table 18
Silvaroli Reading Test
(Raw Score)
Nine - Thirteen-Year-Olds

Subject	Pre	Post	Difference
1	145	156	11
2	109	124	15
3	34	52	18
4	32	46	14
5	41	51	10
6	152	155	3
7	110	129	19
8	145	157	12
9	21	40	19
10	30	50	20
11	12	19	7
12	158	160	2
13	145	157	12
14	152	159	7
15	26	46	20
16	87	108	21
17	8	11	3
18	5	10	5
19	154	160	6

Total Gain 224

Average Gain Per Student 11.78

* 160 Possible Points

Evaluator's Comments:

The Dalles School District ran a successful summer program for all migrant children served.

The staff in the total program should be congratulated for their dedication to children and for the well organized evaluative data submitted. Since the three-year-olds were not pre- or post-tested, 34 short narrative reports were submitted by the teachers on the individual children. The information included evaluation of what they had learned and their behavior in the classroom.

The children received medical attention each Monday, Wednesday, and Thursday. The doctor came to school and conducted a clinic for children during the duration of the program.

The coordination of the day care director and the project director was excellent. This cooperation made it possible for the children to receive excellent care.

Recommendation:

More staff and equipment should be considered for next year's program.

Area Name: Washington County IED

County: Washington

Funding Allocated: $109,437

Project Beginning Date: June 16, 1975

Project Ending Date: August 8, 1975

School Session: Summer

Number of Migrant Students Enrolled: 334

Introduction:

Cornelius Elementary District was the only district participating in the program. The 334 public school migrant students enrolled were divided into grades K-6 as shown in Table 1. No nonpublic school migrant children participated in the program. Personnel participating in the program included ten teachers, fourteen aides, and sixteen volunteers. Table 2 presents the number of certificated personnel employed.

Table 1

MIGRANT STUDENTS ENROLLED

Grade	Enrolled	ADM
Preschool	73	39.4
First	51	34.1
Second	33	25.1
Third	45	27.4
Fourth	132	67.8
Fifth		
Sixth		
Seventh		
Eighth		
Ninth		
Tenth		
Eleventh		
Twelfth		
TOTAL	334	193.8

Table 2

CERTIFICATED PERSONNEL EMPLOYED

A. Bilingual	
1. Target Group	4
2. Other	3
B. English-Speaking	
1. Target Group	5
2. Other	
TOTAL	12

Supplementary statistical data gathered during the operation of the program are shown in Table 3.

Table 3

SUPPLEMENTARY STATISTICAL DATA

A. Total Bus Miles	11,794
B. Health Examinations	15
C. Health Referrals	32
Hearing Screening Referrals	7
D. Dental Examinations	95
E. Dental Referrals	95
Vision Screening Referrals	10
F. Breakfasts	4,247
G. Morning Snacks	0
H. Hot Lunches	4,247
I. Afternoon Snacks	4,247
J. No. of Teachers	10
K. No. of Aides	
1. Target Group	14
2. Other	0
3. Bilingual	14
Total Aides	14
L. No. of Volunteers	
1. Target Group	0
2. Other	16
Total Volunteers	16

Objectives and Evaluation Plan:

Primary and Elementary:

1. The program should improve the child's oral vocabulary in English and Spanish.

To evaluate this objective, inventory of readiness skills should have been used for children five and six years of age. For the older children, teachers should have used their own teacher-made oral vocabulary tests and chart new words learned.

2. The program should promote development in reading and writing skills.

To evaluate this objective, a migrant reading inventory and the Dolch Word Test should have been administered on a pre- post-test basis.

3. The program should improve the children's understanding of the dominant culture.

To evaluate this objective, the teacher should have submitted written evaluation of new knowledge students have acquired. Also, the cross-cultural attitude inventory should have been administered using the Anglo-American and the Mexican-American attitude scale.

4. The program should provide positive reinforcement and involvement in regard to students' own cultural backgrounds.

To evaluate this objective, teachers should have turned in written evaluations of project activities related to this objective and student response to these activities.

5. The program should develop physical coordination through recreational activities.

To evaluate this objective, the gym teacher should have kept checklists of student abilities in different areas, such as jumping, running, tumbling, etc.

6. The program should develop self-confidence in the migrant child.

To evaluate this objective, the areas of interest, strengths, and weaknesses should have been noted on the migrant record transfer form.

7. The program should develop career and goal awareness.

To evaluate this objective, students should have been pre- and post-tested as to the employement fields with which they are familiar. They should have been further tested as to new words and concepts related to this objective.

8. The program should provide sound nutritional services.

To evaluate this objective, menus to be followed for the duration of the program should have been available.

9. The program should provide health services, as needed, to each child.

To evaluate this objective, all students should have received visual and dental examinations and any follow-up services required.

10. The program should provide a summer school project site conducive to meeting student needs.

To evaluate this objective, the migrant summer school program was to be scheduled for 40 days. Students should have been picked up from the camps and the community at approximately 6:00 a.m. and returned home at approximately 4:00 p.m.

Methodology:

Cornelius was the only district participating in this summer program, and Cornelius Elementary School was used to house the project. To identify and accommodate each child, all were pretested when they entered the program. Once their skill deficiencies were identified, emphasis was placed on skills the children lacked. Also the student-teacher ratio made it possible to accommodate the individual differences of the children served. Academic instruction was provided in the area of language development with the methods and materials used dependent upon the grade level of the children involved. The five-year-old students used the Peabody Kits, flashcards, coloring books, filmstrips, worked with beads, used art supplies, watched TV, and worked with crafts pertaining to their culture. The six- and seven-year-olds used Sullivan individual workbooks, Readers Digest materials, Open Highways, Continental Press, ditto materials, puzzles, counting games, and filmstrips. The eight- and nine-year-olds used visual aides, Hoffman Readers, workbooks, dominos, word games, flashcards, masterviewers, cassette and filmstrip projector, maps and art activities. Children ten through thirteen used dittos, Sullivan Readers, flashcards, phonics and math, crossword puzzles, riddles, and math dittos.

A music teacher provided services for all students in the program. The students learned both to identify rhythm instruments and to use them. They also sang in English and Spanish.

The teacher aides in the program worked as instructional aides under the teacher's supervision with students on a one-to-one basis and with small groups.

The program was able to recruit college students from colleges such as Antioch in Ohio, Evergreen in Washington State, and Cañada in California. In addition, the program was assisted by local volunteer students. A total of 16 volunteers assisted the regular staff in a multitude of duties.

The students' health needs were met through visual screening, dental exams, and hearing tests. In addition, a registered nurse came every morning to visit the school. The two home/school counselors used the services of the Washington County Health Department and the Virginia Garcia Memorial Health Center, which is owned by the Centro Cultural of Washington County. This center was staffed by medical personnel from St. Vincent Hospital and Medical Center.

A summer camp was provided at Mountaindale Conference Center for 38 students, sponsored by the Christian Church of Oregon.

Results:

Primary and Elementary:

1. The program should improve the child's oral vocabulary in English and Spanish.

No evaluative data was submitted.

2. The program should develop reading and writing skills.

No evaluative data was submitted.

3. The program should improve the children's understanding of the dominant culture.

The evaluative data for this objective was not complete.

4. The program should provide positive reinforcement and involvement in regard to students' own culture backgrounds.

This objective was met.

5. The program should develop physical coordination through recreational activities.

This objective was met.

6. The program should develop self-confidence in the migrant child.

This objective was met.

7. The program should develop career and goal awareness.

This objective was met.

8. The program should provide sound nutritional services.

This objective was met.

9. The program should provide health services, as needed, to each child.

This objective was met as shown in Table 3.

10. The program should provide a summer school project site conducive to meeting students' needs.

This objective was met.

Other evaluative data were submitted as shown in the following tables.

Table 4 presents the results of the Preschool Academic Checklist for students in kindergarten at Cornelius Elementary School, ages four and five.

Table 5 presents the results of the Preschool Academic Checklist for five-year-olds at Cornelius Elementary School.

Table 6 presents the results of the Preschool Academic Checklist for six-year-olds at Cornelius Elementary School.

Table 7 presents the results of the Preschool Academic Checklist for seven- and eight-year-olds at Cornelius Elementary School.

Table 8 presents the results of the Botel Word Recognition in reading skills for students in grades two-seven at Cornelius Elementary School.

Table 9 presents the results of the Botel Word Recognition in listening skills for second grade students at Cornelius Elementary School.

Table 10 presents the results of the Botel Reading Inventory in listening skills for students ages seven and eight at Cornelius Elementary School.

Table 11 presents the results of the Botel Reading Inventory for students in grades one-five, and seven-nine at Cornelius Elementary School.

Table 4
Preschool Academic Checklist
Cornelius Elementary School
Kindergarten
Ages 4 and 5

Age 4:

Subject	Pre	Post	Difference
1	18	28	10
2	11	17	4
3	16	31	15
	Total Gain		29
	Average Gain Per Student		9.6

Age 5:

Subject	Pre	Post	Difference
1	32	38	6
2	32	41	9
3	40	49	9
4	20	28	8
5	39	42	3
6	31	39	8
7	50	59	9
8	30	39	9
9	35	49	14
10	29	38	9
11	30	42	12
12	29	33	4
13	27	38	11
14	42	61	19
15	51	84	33
16	40	53	13
17	21	25	4
	Total Gain		180
	Average Gain Per Student		10.58

Table 5
Preschool Academic Checklist
Cornelius Elementary School
Five-Year-Olds

Subject	Pre	Post	Difference
1	41	56	15
2	45	47	2
3	40	36	-4
4	54	53	-1
5	45	47	2
6	43	42	-1
7	27	29	2
8	34	28	-6
9	29	30	1
10	28	30	2
11	58	55	-3
12	28	31	3
13	45	34	-11
14	38	37	-1
15	39	39	0
		Total Gain	0
		Average Gain Per Student	0

Table 6
Preschool Academic Checklist
Summary Sheet

Area: Washington County CA: 6-year-olds
School: Cornelius Elementary
Total Students Tested: 21

Task	Pre	Post	Gain
Knows His Name	20	21	1
Arithmetic			
Counting 1-10	16	17	1
Counting 11-20	16	20	4
Counting 21-30	9	10	1
Counting 31-40	5	5	0
Counting 41-50	4	4	0
Counting Objects 1-20	10	13	3
Naming Numerals 1-20	4	12	8
Matching Numerals to Objects 1-5	14	18	4
Recognizing Shapes			
Circle	16	19	3
Square	15	18	3
Triangle	14	15	1
Rectangle	3	10	7
Recognizing Size			
Big	20	21	1
Little	20	21	1
Knowledge of Time			
Morning	9	12	3
Noon	1	9	8
Night	10	13	3
Telling Time			
Clock 1- 9:00 or 11:45	5	7	2
Clock 2- 4:30	0	0	0
Recognizing Coin Money			
Penny	20	21	1
Nickel	16	17	1
Dime	16	17	1
Knowledge of Money			
Five pennies/one nickel	6	10	4
Dime/two nickels	7	7	0
Reading			
Recognizing Right and Left			
Right	15	19	4
Left	18	19	1
Recognizing Difference			
Words and Pictures	17	18	1
Recognizing the Same and Difference			
Shapes	17	19	2
Letters	16	18	2
Recognizing Letters			
a	14	18	4
i	12	14	2
n	11	13	2
p	10	13	3
t	13	14	1
m	11	12	1

Task	Pre	Post	Gain
Recognizing Sounds			
s	12	12	0
m	10	12	2
t	11	12	1
n	9	11	2
p	7	6	-1
d	6	4	-2
Recognizing Words			
cat	7	7	0
dog	6	6	0
red	5	6	1
chair	2	3	1
door	1	2	1
boy	1	2	1
girl	1	2	1
Writing			
Writing First Name	15	19	4
Writing Numbers 1-10	2	4	2
Writing Numters 11-20	5	14	9
Writing Letters A-Z	0	0	0
Colors			
Identify by Pointing			
red	20	21	1
blue	20	21	1
green	20	21	1
orange	20	21	1
yellow	20	21	1
white	20	21	1
black	19	21	3
brown	18	21	3
Identify by Naming			
orange	20	21	1
black	19	21	2
red	21	21	0
green	20	21	1
yellow	20	21	1
blue	20	21	1
brown	20	21	1
white	20	21	1

Total Gain 126

Average Gain Per Student 6

Table 7
Preschool Academic Checklist
Cornelius Elementary School
Ages 7-8

Age 7:

Subject	Pre	Post	Difference
1	65	75	10
2	80	85	5
3	75	85	10
4	68	74	6
5	79	84	5
6	65	72	7
7	78	85	7
8	79	81	2
9	84	85	1
10	83	84	1
11	79	83	1
12	34	58	24
13	79	83	4
14	65	72	7
15	64	71	7
16	65	78	13
17	62	80	18
18	63	71	8
19	56	63	7
		Total Gain	143
* Possible 85		Average Gain Per Student	7.52

Age 8:

Subject	Pre	Post	Difference
1	55	70	15
2	65	73	8
		Total Gain	23
		Average Gain Per Student	11.5

Table 8
Botel Word Recognition
Word Opposites - Reading
Cornelius Elementary School
Grades 2-7

Grade 2:

Subject	Pre	Post	Difference
1	2.7	3.4	0.7
2	2.3	3.0	0.7
3	2.5	3.6	1.1
4	2.3	2.3	0.0
5	2.3	3.4	1.1
			$\bar{x}$ = 0.72
Grade 3:			
1	3.6	4.1	0.5
2	3.7	4.6	0.9
3	3.4	4.4	1.0
4	3.7	4.3	0.6
5	3.9	4.4	0.5
6	3.7	5.2	1.5
7	3.5	3.9	0.4
8	3.1	3.8	0.7
9	3.1	3.5	0.4
10	3.1	3.5	0.4
11	3.9	4.3	0.4
			$\bar{x}$ = 0.66
Grade 4:			
1	4.1	4.1	0.0
2	4.3	4.7	0.4
3	4.4	6.7	2.3
4	4.5	4.8	0.3
5	4.7	5.5	0.8
6	4.2	4.7	0.5
			$\bar{x}$ = 0.72

Table 8 (Continued)
Botel Word Recognition
Word Opposites - Reading
Cornelius Elementary School
Grades 2-7

Grade 5:

Subject	Pre	Post	Difference
1	5.7	5.7	0.0
2	5.7	5.7	0.0
3	5.5	6.1	0.6
4	5.0	5.2	0.2
5	5.9	6.3	0.4
6	5.6	7.4	1.8
7	5.9	6.6	0.7
			$\bar{x}$ = 0.53

Grade 6:

Subject	Pre	Post	Difference
1	6.2	6.2	0.0
			$\bar{x}$ = 0.0

Grade 7:

Subject	Pre	Post	Difference
1	7.9	8.6	0.7
2	7.9	8.2	0.3
			$\bar{x}$ = 0.5

Botel Word Recognition
Word Opposites in Spanish

Grade 2:

Subject	Pre	Post	Difference
1	2.9	3.6	0.7
2	2.4	3.2	0.8
3	2.3	4.2	1.9
			$\bar{x}$ = 1.13

Table 9
Botel Word Recognition
Listening
Cornelius Elementary School
Grade 2

Subject	Pre	Post	Difference
1	2.5	3.1	0.6
2	2.0	2.5	0.5
3	2.1	4.0	1.9
			$\bar{x}$ = 1.0

Table 10
Botel Reading Inventory
Listening
Ages 7 and 8

Age 7:

Subject	Pre	Post	Difference
1	.8	1.5	0.7
2	2.9	3.5	0.6
3	1.8	2.9	1.1
4	1.9	3.4	1.5
5	3.2	3.9	0.7
6	2.9	3.5	0.6
7	1.5	2.9	1.4
			$\bar{x}$ = 0.94

Age 8:

1	1.9	2.6	0.7
2	1.7	3.0	1.3
			$\bar{x}$ = 1.0

Table 11
Botel Reading Inventory
Word Opposites - Reading
Cornelius Elementary School
Grades 1-5 and 7-9

Grade 1:

Subject	Pre	Post	Difference
1	1.4	1.5	0.1
2	1.5	1.6	0.1
3	1.0	1.2	0.2
4	1.2	1.3	0.1
5	1.0	1.2	0.2
6	1.0	2.0	1.0
			$\bar{x}$ = 0.28

Grade 2:

1	2.9	3.1	0.2
2	2.4	2.5	0.1
3	2.1	2.3	0.2
4	2.0	1.9	-0.1
5	2.9	2.9	0.0
6	2.3	2.4	0.1
7	2.0	2.2	0.2
8	2.3	2.5	0.2
9	2.6	3.0	0.4
			$\bar{x}$ = 0.14

Grade 3:

1	3.9	4.0	0.1
2	3.7	3.9	0.2
3	3.6	4.1	0.5
4	3.3	3.4	0.1
5	3.3	3.7	0.4
6	3.1	3.3	0.2
7	3.2	3.5	0.3
8	3.4	3.7	0.3
9	3.5	4.2	0.7
10	3.0	2.7	-0.3
11	3.4	3.7	0.3
12	3.0	3.2	0.2
13	3.2	3.3	0.1
14	3.5	4.2	0.7
			$\bar{x}$ = 0.27

Table 11 (Continued)
Botel Reading Inventory
Word Opposites - Reading
Cornelius Elementary School
Grades 1-5 and 7-9

Grade 4:

Subject	Pre	Post	Difference
1	4.7	4.7	0.0
2	4.6	5.0	0.4
3	4.0	4.5	0.5
4	4.7	5.2	0.5
5	4.2	4.7	0.5
6	4.3	4.6	0.3
7	4.7	5.0	0.3
		$\bar{x}$ =	0.36
Grade 5:			
1	5.7	4.3	-1.4
2	5.4	5.7	0.3
3	5.8	6.0	0.2
4	5.7	5.7	0.0
5	5.6	5.9	0.3
		$\bar{x}$ =	0.12
Grade 7:			
1	7.7	7.7	0.0
2	7.6	7.8	0.2
3	7.5	7.7	0.2
4	7.5	8.0	0.5
5	7.5	8.3	0.8
6	7.5	8.2	0.7
		$\bar{x}$ =	0.4

Table 11 (Continued)
Botel Reading Inventory
Word Opposites - Reading
Cornelius Elementary School
Grades 1-5 and 7-9

Grade 8:

Subject	Pre	Post	Difference
1	8.3	8.4	0.1
2	8.6	8.7	0.1
3	8.0	8.4	0.4
			$\bar{x}$ = 0.2

Grade 9:

Subject	Pre	Post	Difference
1	9.5	10.0	0.5
2	9.5	10.0	0.5
			$\bar{x}$ = 0.5

Evaluator's Comments:

Results of the Washington County program indicate that the area was able to conduct a summer program for its migrant students and to provide them with an educational setting.

Biweekly in-service was provided by a resource person who was working in a special program for the Texas Migrant Division. These in-service sessions were attended by teacher aides. Also, weekly meetings were conducted for the professional staff.

A unique aspect of the program was that a local radio station was instrumental in keeping the migrant population informed about project activities every Sunday morning. An employee of the Washington County Oregon Rural Opportunity Program volunteered his time to make announcements and to play Chicano music.

Pretests were administered for objective 2, but few post-tests were available for this objective.

A great amount of test data was submitted for the Migrant Student Record System.

No evaluation data were submitted for Objectives 1 and 3.